



Early Childhood Higher Education Programs

YEAR 4 INTERIM REPORT

INSTITUTION NAME: UNIVERSITY OF ARKANSAS PULASKI TECHNICAL COLLEGE

STATE: ARKANSAS

PLEASE INDICATE THE CYCLE FOR WHICH THE PROGRAM IS SUBMITTING THIS REPORT

☒ **SEPTEMBER 30, YEAR: 2025**

☐ **MARCH 31, YEAR:**

NAME OF PERSON COMPLETING THIS REPORT: TRACI JOHNSTON

DATE: SEPTEMBER 30, 2025

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A. UPDATES TO CONTACT INFORMATION

Institution Name	University of Arkansas Pulaski Technical College
Mailing Address	3000 West Scenic Drive, North Little Rock, Arkansas 72118
Program Name(s)	Early Childhood Education
Program name(s) as listed in college catalog, including degree type (A.A., A.A.T. etc.). If listing more than one program, please separate program names by a semicolon.	Certificate of Proficiency- Early Childhood Education Technical Certificate- Early Childhood Education Associate of Applied Science- Early Childhood Education
Program's website address (please list the website address for each program if including more than one program)	https://uaptc.edu/ece
Does the program's name above differ from what is currently listed on the NAEYC website (http://www.naeyc.org/highered/accreditation/accredited-programs)?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes If yes, specify old and new program names (if the institution has more than one accredited program) __ *Old- Early Childhood Development *New- Early Childhood Education
Primary Contact (Faculty member representing the program)	
Name	Traci Johnston
Courtesy Title	<input type="checkbox"/> Dr. <input type="checkbox"/> Mr. <input checked="" type="checkbox"/> Ms. <input type="checkbox"/> Mx. <input type="checkbox"/> Other (please specify): _____
Job Title	Teaching Professor & Chair of Education Programs & Reading
Work Phone	501-812-2817
Email	tjohnston@uaptc.edu
Does this person meet eligibility requirement #6? (if no, secondary contact must meet this requirement)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)¹:	

¹ If new primary contact is the person designated as meeting faculty eligibility requirements (see section B), program must also attach to the end of this report a completed Contact Update Form found in the resource library along with required supporting documentation.

Secondary Contact (Faculty member representing the program)	
Name	Kami Hicks
Courtesy Title	<input checked="" type="checkbox"/> Dr. <input type="checkbox"/> Mr. <input type="checkbox"/> Ms. <input type="checkbox"/> Mx. <input type="checkbox"/> Other (please specify): _____
Job Title	Assistant Teaching Professor
Work Phone	501-771-6047
Email	khicks@uaptc.edu
Does this person meet eligibility requirement #6? (if no, primary contact must meet this requirement)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If this is a new secondary contact, please list his/her graduate degree(s) and subject area(s) ¹ above:	
President, Dean or other administrator representing the institution	
Name	Richard Moss
Courtesy Title	<input checked="" type="checkbox"/> Dr. <input type="checkbox"/> Mr. <input type="checkbox"/> Ms. <input type="checkbox"/> Mx. <input type="checkbox"/> Other (please specify): _____
Job Title	Dean of the School of Fine Arts, Humanities and Social Sciences
Email	rmoss@uaptc.edu
Is this a new administrator since program's most recent report or contact update submission?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

B. REAFFIRMING THAT THE PROGRAM MEETS ACCREDITATION ELIGIBILITY REQUIREMENTS

In the chart below, please indicate compliance with the accreditation system's eligibility requirements for all programs listed on page 3.

	Yes (for all programs listed)	No (for one or more programs listed)
The institution offering the degree program(s) is located in a U.S. state, district, or territory and currently accredited by an accrediting agency that is recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program(s) is not designated as "low-performing" by the state as outlined by Title II of the Higher Education Act. ²	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program(s) is a specialized degree in early childhood or child development with at least 18 credit hours of early childhood coursework. This may include courses from other departments, such as Child Psychology, Sociology of the Family, or Children's Literature if these courses are aligned with NAEYC accreditation standards and faculty are willing to participate in site visit interviews.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program requires field experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program(s) has graduated at least one individual.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Associate degree programs: The faculty for the associate degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a graduate degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role in multiple programs.</p> <p>Baccalaureate and master's degree programs: The faculty for the baccalaureate and master's degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a terminal degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role for multiple programs.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

➤ **Please explain any "no" answer above:**

²Teacher licensure programs are required by the U.S. Department of Education to define criteria and procedures for identifying low-performing programs within the state. This requirement does not apply to early childhood programs that do not lead to teacher licensure.

C. UPDATES TO PROGRAM CONTEXT

Have there been any substantive changes to the program, as defined in the Accreditation Handbook?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes If the program answered “yes”, please complete the “Notice of Substantive Change” template found in the resource library and attach to the end of this report.
Number of full-time candidates enrolled for the most recent semester ³ available (do not include certificate-only students in counts)	13
Number of part-time candidates enrolled for the most recent semester ³ available (do not include certificate-only students in counts)	51
The number of required early childhood credit hours in the program.	45 hours
The number of required general education credit hours in the program.	15
The number of required non-early childhood education methodology and other education courses in the program.	0
The number of required field experience hours in the program.	252
Number of program graduates in past academic year i.e. the most recent one-year period for which institutional information is readily available (do not include certificate-only students in counts). The reporting period may be different for programs that submit Interim Reports to NAEYC on a spring vs. fall cycle but should be consistent for each Interim Report.	6
Number of full-time faculty who taught in the early childhood program(s) during the past academic year:	2

³ If the institution uses a period other than semesters, substitute information from the most recent quarter or other relevant time period

Number of part-time faculty who taught in the early childhood program(s) during the past academic year:	1
During the past year, has the program experienced unusual circumstances (e.g., natural disasters or health calamities) that are not reflected elsewhere in the report?	<p>X No <input type="checkbox"/> Yes</p> <p>If the program answered “yes,” please provide a short explanation:</p>

D. REPORTING PROGRAM AND STUDENT LEARNING OUTCOMES

As part of the program's achieving and maintaining NAEYC accreditation, it must report on the following measures and display these data via an easily located link on the program's website. The program is strongly encouraged to use institutional resources [such as through an Institutional Research (IR) office if applicable] to assist in gathering the data on the outcome measures. Below are suggested data reporting templates, but the program is encouraged to report the data in a format that best meets its program needs. For institutions with more than one accredited program, data must be disaggregated and reported for each program.

Outcome Measure #1: The Number of Program Completers (Required)

- In the chart below, please indicate the number and percentage of program completers for the three most recent academic years. Note: the percentages of the last two columns must add up to 100% for each row (Copy and paste additional charts for each program if submitting multiple programs).

Program name: ___AAS-Early Childhood Education_____

Academic Year	Number of program completers	% of program completers who were attending full-time (at the time of completion)	% of program completers who were attending part-time ⁴ (at the time of completion)
2021-2022	8	25%	75%
2022-2023	10	20%	80%
2023-2024	6	33%	67%

⁴ Part-time status is defined by the institution.

Outcome Measure #2: The Program Completion Rate (Required)

- What is the published timeframe for full-time candidates to complete the early childhood program(s) included in this Interim Report? (Please indicate in terms of the number of academic years; e.g., five semesters would be 2.5 academic years.):

_____ 2 academic years _____

- In the following chart, please indicate the percentage of full-time candidates completing the program within the program's published timeframe.⁵ The program must complete the information for the 150% indicator and choose to report on either the 100%, 200%, or 300% indicator. The academic years selected must fall within eight years of the date this report is submitted. (Copy and paste additional charts for each program if submitting multiple programs).

Example: A program with a published timeline of two years (four semesters at 15 credits a semester) to complete an A.A.S. in Early Childhood could select a Fall 2016 cohort on which to report. The 150% indicator indicates all members of the Fall 2016 cohort (full-time at the time of enrollment) who completed the program by Spring 2019. The 100% indicator only contains members of the Fall 2016 cohort who completed the program by Spring 2018. The 200% indicator contains all members of the Fall 2016 cohort who completed the program by Spring 2020, including those already counted in the 150% indicator. Lastly, the 300% indicator contains all members of the Fall 2016 cohort who completed the program by Spring 2022, including those already counted in the 150% indicator.

Program Name: _____ AAS-Early Childhood Education _____

Academic year in which a Fall cohort of full-time candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published timeframe	Percentage of those candidates who completed the program within (select one measure): <input type="checkbox"/> 100% (exactly the published timeframe) <input checked="" type="checkbox"/> 200% (twice the published timeframe) or <input type="checkbox"/> 300% (three times the published timeframe)
2018-2019	10%	10%
2019-2020	0%	0%
2020-2021	0%	0%

- A program may (but is not required to) insert below a short narrative description (150 words maximum) of the data reflected in Outcome Measure #2 to provide context.

⁵ “The Commission defines the published time frame as the number of terms an individual candidate was actually enrolled in the program. The terms do not have to be consecutive, but the total number of terms must meet the program’s expected time frame for completion. University-approved withdrawals (e.g., leaves of absence for reasons of health, maternity/paternity, mission work, military assignment) do not count toward the number of terms a candidate was enrolled in the program. Candidates taking longer due to reasons other than institution-approved withdrawals (e.g., course repeats, remediation plans) cannot be considered as meeting completion expectations.”
Language adapted from the Council on Academic Accreditation for Audiology, Speech Language Pathology of the American Speech Language Hearing Association at <http://caa.asha.org/news/calculating-program-completion-rates/>.

The reported numbers include only Full-Time, First-Time Entering and Full-Time, First-Time Transfer students who initially declared Early Childhood Education AAS as their degree intent. However, many of the students who ultimately graduate from the program actually started with a different major.

For example, while 10 students graduated with the Early Childhood Education AAS in the 2023 academic year and 6 in 2024, they were not included in the reported data because they didn't meet the cohort criteria established. Specifically, those students didn't enter UA-PTC as first-time students with Early Childhood Education AAS as their declared major.

The program does have graduates; however, they fall outside the parameters of the cohort being tracked for this measure.

Outcome Measure #3: Institutional Selected Data (Required, choose one measure)

All programs are required to select at least one of the following outcome measures on which to report. (Institutions submitting multiple programs in a single Interim Report may select the same or a different measure for each program; a separate chart must be submitted for each program.)

(A) The fall-to-fall retention rate in the program for each of the three most recently completed academic years

Academic Year	% of Part-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Part-Time Candidates	% of Full-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Full-Time Candidates
2021-2022	56%	68%	44 %	47%
2022-2023	85%	56%	15%	100%
2023-2024	87.5%	67%	12.5%	67%

OR

(B) The number and percentage of program graduates employed in the early childhood profession or pursuing further education in the profession within one year of graduation for each of the three most recent academic years for which information is available.

Academic Year	Number of Graduates	Percentage of Graduates employed in the early childhood profession within one year of graduation*	Percentage of Graduates pursuing further education in the early childhood profession within one year of graduation*

*The figures in these two columns do not need to add up to 100%

OR

- (C) Institutionally designed measure that speaks to candidate outcomes in the program (list the measure and the data for the measure). The data must be reported for the most recent three academic years. Such measures might include the average GPA of the graduating class, the number of candidates who completed their courses with a “C” or above, the pass rate on national performance assessments such as edTPA, etc.

Academic Year	Outcome Measure	Performance Data

- Please provide the specific web link where the data on Program Outcome Measures #1, #2 and #3 of this section are published on the institution’s website. The link should be accessible from the program’s home page on the institution’s website. The data could be housed directly within the program’s section of the institution’s website. If an institution has a page that houses accreditation data and/or candidate success data for all programs at the institution, the program outcome measures may be included there instead, but must still be linked to directly from the program’s homepage.

<https://uaptc.edu/ece>

Candidate Learning Objectives and Outcomes

In addition to program outcomes, programs must also publish their learning objectives and candidate performance on these objectives. These are often the *Professional Standards and Competencies for Early Childhood Educators* and the candidate performance data (from Key Assessments) for each standard but may include additional measures that are meaningful to the program as well. For institutions with more than one accredited program, data must be disaggregated and reported for each program.

- Please provide the web link where the program publishes its candidate learning objectives and provides evidence of meeting those objectives (see Accreditation Standard C6a for more information on this requirement). The link should be accessible from the program’s home page on the institution’s website. The data could be housed directly within the program’s section of the institution’s website. If an institution has a page that houses accreditation data and/or candidate success data for all programs at the institution, the learning objectives and outcomes data may be included there instead but must still be linked to directly from the program’s homepage.

<https://uaptc.edu/ece>

E. LEARNING OPPORTUNITIES, KEY ASSESSMENTS, AND DATA

INSTRUCTIONS FOR COMPLETING THE LEARNING OPPORTUNITIES CHART FOR INTERIM REPORT YEAR 4

Learning opportunities address the many ways in which the program helps candidates know, understand, and apply the 2020 [*Professional Standards and Competencies for Early Childhood Educators*](#) or the 2010 [*Initial Standards for Early Childhood Professional Preparation Programs*](#). Learning opportunities are much more than the key assessments a program uses. They may include group projects, textbook/journal/periodical readings and reflections, guest speakers, etc. The assessment of candidate performance may include the key assessments, article reviews, quizzes, portfolios, practicum evaluations, etc. **A program is not expected to list every activity and assessment that it offers. Instead, the program should focus on learning opportunities and assessments that most directly address the key competencies/elements of the chosen standard and that are experienced by all candidates regardless of course section or delivery method.**

Instructions for Completing the Learning Opportunities (LO) Chart:

- For year 4 Interim Reports, choose one standard for which your program wishes to receive feedback. Complete one row of the Learning Opportunities Chart for each key competency/element of the standard you've chosen.
- For each column of the learning opportunities chart, provide at least two but no more than four examples of the learning opportunities offered throughout the program that best fit the column description.
- Only include learning opportunities from required, not elective, courses.
- For each learning opportunity, include the course number and title in which the activity or assessment takes place, the activity or assessment name/title, and a brief 1-3 sentence description of the activity or assessment.
- If submitting multiple programs in this report, also identify in which program(s) the opportunity is required. Learning opportunities for each program must be included in every cell of the chart.
- Because Commissioners will be reviewing key assessments in depth for Standards D and E, the program will not include examples that are part of key assessments in the columns related to *introducing* and *practicing* the key competencies. The program may include examples from key assessments in the *assessing proficiency* column and is strongly encouraged to include any non-key assessment examples as well.

When completing this chart, the program should review and address the full key competency/element and supporting explanation in the applicable standards document. For programs submitting under the 2020 *Professional Standards and Competencies*, **this includes the appropriate leveling (e.g., ECE II or ECE III) of the key competency found in the Leveling Chart in Appendix A of the *Professional Standards and Competencies*.**

To see an example of a completed row in the Learning Opportunities Chart, [click here](#).

Learning Opportunities for Standard 2

Complete one chart for each key competency/element of the standard on which your program has chosen to report (if the standard your program has chosen has fewer than five key competencies/elements, delete or leave blank any remaining empty rows).

➤ Please indicate under which set of standards this report is being submitted (must use same set of standards for Learning Opportunities, assessments, and data)

☒ **2020 Professional Standards and Competencies for Early Childhood Educators**

☐ **2010 Initial Standards for Early Childhood Professional Preparation Programs**

	Learning Opportunities that introduce candidates to the concepts of the Key Competency	Learning Opportunities that allow candidates to practice with the concepts of the Key Competency	Learning Opportunities that assess candidate proficiency on the Key Competency
Key Competency/Element 2a	<p>ECED 11183: Working with Diverse Families- Family Story Project: Candidates will share details about their family growing up and what their family is like today and their plans for their future family. Candidates will reflect about their family story and discover how this activity shapes them as a teacher in the future. Candidates will share their presentations during class to learn about the diversity of families.</p> <p>ECED 11183: Working with Diverse Families- Book Clubs/Presentations Candidates will choose a parenting/family book provided by the professor to read in book club groups throughout the semester. The final project for the book club will be a presentation, typed paper and personal reflection on the chosen book.</p> <p>ECED 11043 Child Growth & Development – Journal Reflection: Candidates reflect on their family and the persons in their family during their</p>	<p>ECED 12053 Environments for Young Children – Me & My Family Blocks Activity: Candidates simulate making an “all about me” block for a center block area which includes photos and information about the Candidate’s family, home, and personal characteristics. Candidates simulate using this activity in a classroom setting with families. This activity is conducted in-class.</p> <p>ECED 10093: Foundations of Early Childhood: Students will be given a set of five ethical dilemmas. Two of the five dilemmas relate directly to working with and understanding families. Candidates will have to provide a solution to the ethical dilemma while connecting their solutions to the NAEYC Code of Ethical Conduct.</p>	<p>ECED 11183: Working with Diverse Families- Parent-Teacher Conference: Community Resources for Families Candidates will receive a specific family scenario. Candidates will research local community resources to support the family. After research is conducted candidates will choose three diverse community resources to share with parents during the parent-teacher conference. Candidates will prepare for a parent-teacher conference focusing on positive and reciprocal sharing of information. Candidates will prepare a one-page reflection paper on the overall experience.</p> <p>ECTC 29003: Future Perspectives Reflections of NAEYC Standards – Standard 2 Reflection Candidates reflect on how they incorporate knowledge of diverse socio-economic conditions, cultural values, and community resources, to form partnerships with families to support children’s development in their work with young children and families.</p>

Key Competency/Element 2a	<p>childhood years that most affected their gender role development.</p>		<p>The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's knowledge of diverse family characteristics.</p> <p>ECTC 26003 Practicum: Child Case Study Candidate collects information about the child case study's family through conversation, interviews, discussion with the child, and questionnaires and uses information to write paragraph about the child in the context of the family. The paragraph includes description of the child's nuclear and extended family and the language used in the home, and is complete without revealing privileged information, without bias or judgment (no red flag words used).</p>
Key Competency/Element 2b	<p>ECED 11043 Child Growth & Development – Journal Activity: Candidates reflect in writing on how they would talk to a parent who approaches them at pick-up time and wants to know why the child is only playing and wants to know when the real learning is going to begin.</p> <p>ECED 10093: Foundations of Early Childhood- Teacher Interview: Candidates will interview a teacher (infant, toddler, preschool, or kindergarten). Candidates will be provided with a list of required questions, and students will be required to add additional questions. Several of the required questions relate to communication and involving parents in the classroom. The interview will</p>	<p>ECTC 27003: Preschool Curriculum- Family Connections Newsletter: Based on the weekly lesson plan, candidates will create a family connections newsletter. The newsletter will introduce the topic, containing at least five Child Development Early Learning Standards (CDELS). Candidates will include recommended books and activities that families can do at home to connect learning experiences.</p> <p>ECED 12053 Environments for Young Children: Candidates create a family take-home literacy packet designed to engage the family and child in an activity and book experience. The simulated take-home</p>	<p>ECED 11183: Working with Diverse Families- Parent-Teacher Conference: Community Resources for Families Candidates will receive a specific family scenario. Candidates will research local community resources to support the family. After research is conducted, candidates will choose three diverse community resources to share with parents during the parent-teacher conference. Candidates will prepare for a parent-teacher conference focusing on positive and reciprocal sharing of information. Candidates will prepare a one-page reflection paper on the overall experience.</p>

<p>Key Competency/Element 2b</p>	<p>be conducted and answers provided, along with a personal reflection of the overall experience.</p> <p>ECED 28083 – Special Needs – In-class candidates are introduced to communication strategies to build collaboration with families through reflecting upon and developing plans to respond to a series of vignettes.</p> <p>ECTC 23033 – Literacy and Language for Early Childhood - Candidates will develop a family literacy pack based on an age and developmentally appropriate book. Candidates may choose a book for a toddler or preschooler. The literacy pack will include a family letter, detailed instructions for three activities to support the book, and a materials list.</p>	<p>literacy pack is additionally intended to generate feedback from the family regarding the experience.</p> <p>ECTC 23033 – Literacy and Language for Early Childhood – Candidates create a handout that includes four activities families can do at home to support the literacy topic chosen that are age and developmentally appropriate.</p>	<p>ECTC 29003: Future Perspectives Reflections of NAEYC Standards – Standard 2 Reflection The Candidate describes how they use knowledge of the diversity of family characteristics to empower and form reciprocal partnerships with families of children in their classrooms. The Candidate describes three specific examples of collaboration with families to support successful early childhood development. The Candidate supports this discussion by describing a completed artifact with a clear connection to key element 2b, including why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.</p> <p>ECTC 26003 Practicum: Child Case Study Candidate writes a letter to the child case study’s family which includes a description of Candidate’s academic background, family background, gives the reason for child study. The Candidate includes with the letter a reciprocal form for the family to fill out regarding the child’s and family’s preferences characteristics, which the family then returns to the Candidate.</p>
<p>Key Competency/Element 2c</p>	<p>ECED 28083 – Special Needs - Candidates compile a resource that can be given to families to help them locate information and services available to them and their children to meet specific needs. The resources include twenty websites with a summary of information included on the sites and three artifacts (booklets, brochures,</p>	<p>ECTC Practicum – Progress Report: Candidates simulate writing a child progress report and seeking feedback from a family regarding the child. Candidates simulate making recommendations to the family based on feedback regarding the child.</p> <p>ECTC Practicum – Narrative Summary to the family: Candidates</p>	<p>ECED 11183: Working with Diverse Families- Parent-Teacher Conference: Community Resources for Families Candidates will receive a specific family scenario. Candidates will research local community resources to support the family. After research is conducted, candidates will choose three diverse community resources to</p>

<p>Key Competency/Element 2c</p>	<p>etc.) to share with families.</p> <p>ECTC 25003- Child Guidance Candidates learn and discover local early childhood mental health community resources available in Arkansas. They also learn about developmental screenings for social-emotional concerns, mental health consultations and resources for parents related to child guidance and mental health. This is Lesson 15 of the Pre-K Relationships and Behavior training (U of A Early Care & Education projects)</p> <p>ECTC 27003-Preschool Curriculum Candidates explore the foundations of community involvement. They identify community involvement in the preschool program. They discuss the benefits and barriers of community involvement. Candidates identify ways to access community resources. They discuss strategies to involve the local community in the preschool curriculum. This is Lesson 7 of the Pre-K Standards: Arkansas CDELS training (U of A Early Care & Education projects)</p>	<p>simulate writing a concluding letter to the child case study's family, describing the child's developmental findings over the semester and suggesting resources for the family and child.</p> <p>ECTC 27003- Preschool Curriculum Based on the weekly lesson plans created, candidates create a family connections newsletter. The newsletter introduced the topic, contains at least five Child Development Early Learning Standards. Candidates will include recommended children's books and activities families can do at home to connect the learning experiences.</p>	<p>share with parents during the parent-teacher conference. Candidates will prepare for a parent-teacher conference focusing on positive and reciprocal sharing of information. Candidates will prepare a one-page reflection paper on the overall experience.</p> <p><u>ECTC 28033: Infant Toddler Curriculum- Infant Activity Plans with Observation</u> Candidates will create five developmentally appropriate activity plans and five take-home parent activity plans. The parent take-home activity handouts should contain the following information:</p> <ul style="list-style-type: none"> - Purpose of the activity - What the children are learning from the activity - Steps to implement the activity at home - Indicate an appropriate and accurate learning goal from CDELS (number & statement) <p>ECTC 29003: Future Perspectives Reflections of NAEYC Standards – Standard 2 Reflection Candidates describe ways that community resources are used to support the learning of children in their classrooms, including in the following areas: addressing the needs of families who have children with special needs, addressing the needs of families with language challenges, addressing the needs of families who need other supportive services.</p>
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			<p>Candidates include a description of a completed artifact with a clear connection to 2c which reflects how the Candidate does this. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.</p>
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Key Assessment Overview

For this section, if the institution has more than one accredited program, please replicate the *Key Assessment Title Chart* and *Chart of Key Assessments Aligned with Standards and Key Competencies* and label with program name for each program **if they do not share the same key assessments**.

Key Assessment Title Chart

Please list the names of each of the program's key assessments in the chart below (for the key assessments being submitted as part of this report as well as all other key assessments not being submitted).

	Name of Assessment and course number in which it is given
Key Assessment 1	Future Perspectives Reflections of NAEYC Standards
Key Assessment 2	Parent/Teacher Conference: Community Resources for Families
Key Assessment 3	Child Case Study
Key Assessment 4	Mobile Infant Activity Plans & Observation
Key Assessment 5	Math & Science Lesson Plan and Implementation
Key Assessment 6 ⁶	Early Childhood Advocacy Project

⁶ All programs must submit a sixth Key Assessment under the 2021 Accreditation Standards. For programs submitting under the 2010 standards, the sixth assessment is optional.

Please complete the following *Chart of Key Assessments Aligned with Standards and Key Competencies* by entering an X in each applicable cell to indicate which key assessments are intended to assess which key elements/competencies (for the assessments being submitted in this report as well as all other assessments not being submitted). Each competency/element must be addressed at least once.

Key Competency/Element	Key Assessment 1	Key Assessment 2	Key Assessment 3	Key Assessment 4	Key Assessment 5	Key Assessment 6
1a	X		X			
1b	X		X			
1c	X					
1d (2020 standards only)	X					
2a	X	X	X			
2b	X	X	X	X		
2c	X	X				
3a	X		X		X	
3b	X		X	X		
3c	X		X			
3d	X		X			
4a	X			X	X	
4b	X			X	X	
4c	X			X	X	
4d (2010 standards only)						
5a	X				X	
5b	X			X	X	
5c	X		X	X	X	
6a	X		X			X
6b	X					X
6c	X	X	X	X	X	X
6d	X					X
6e	X	X	X	X		X

Key Assessments for Year 4 Interim Reports

The program must attach **at least one but no more than three** of the key assessments it uses to evaluate candidate performance on **one** of the [Professional Standards and Competencies for Early Childhood Educators](#) or the [2010 Initial Standards for Early Childhood Professional Preparation Programs](#)⁷. The program may choose which standard it wishes to submit for feedback, however the program must use the same standard for the Key Assessments, the Learning Opportunities Chart excerpt, and the candidate performance data submitted as part of its Year 4 Interim Report. For each submitted key assessment, please complete the “Key Assessment Description” chart and then insert the key assessment (instructions to candidates and rubric). **Copy and paste a separate description chart for each submitted assessment.** Prior to submitting the report, please ensure that each Key Assessment Description Chart below references the same alignment of key competencies to key assessments as indicated in the previously completed Key Assessment overview chart.

Key Assessment 2 Description

		Key Assessment 2																						
Key assessment name:		Parent/Teacher Conference: Community Resources for Families																						
Course (number & name) in which key assessment is given:		ECED 11183: Working with Diverse Families																						
Briefly describe this key assessment:		Candidates will be provided with a specific and detailed family scenario for a child in their mock classroom. The parents (guardians) of the child have requested a parent/teacher conference to discuss the child and family concerns. The purpose of the project is to build relationships with parents and share community resources that will provide specific support for the child and/or family. The instructor will be present during the conference.																						
For which key competencies of the standards is this key assessment submitted as evidence of alignment?		Standard 1				Standard 2			Standard 3				Standard 4				Standard 5			Standard 6				
		1a	1b	1c	1d (2020 only)	2a	2b	2c	3a	3b	3c	3d	4a	4b	4c	4d (2010 only)	5a	5b	5c	6a	6b	6c	6d	6e
						X	X	X														X		X

⁷ If program is submitting assessments aligned to the 2010 *Professional Preparation Standards* rather than the 2020 *Professional Standards and Competencies*, these assessments will be reviewed by the Commission for assessment quality only rather than for alignment with key elements of the standards.

Please indicate how this key assessment is delivered to candidates (check all that apply):		<input type="checkbox"/> Online <input type="checkbox"/> Face-to-Face <input checked="" type="checkbox"/> Other (please describe below): This course is a hybrid. Candidates meet one time each week with course work due in Blackboard every week.
Please confirm the following regarding this key assessment:		<input checked="" type="checkbox"/> This assessment measures individual candidate performance rather than group performance. <input checked="" type="checkbox"/> Our program has read the NAEYC guidance on using portfolios or other large comprehensive assessments as key assessments and believes to the best of our understanding that this assessment meets the requirements for a key assessment. <input checked="" type="checkbox"/> This key assessment is offered in a course that is required rather than elective.
For any degree program in which this assessment is required, is this key assessment offered in a course for which candidates can receive transfer credit or prior learning experience credit?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <p>➤ If yes, please describe below how you ensure that candidates who receive credit without taking the course still take the key assessment prior to completing the program:⁸</p> <p>The program chair does not approve the transfer credit for courses with key assessments until the student works independently with the professor to successfully complete the key assessment. If the student does not complete the key assessment with a 70% or better, the student would not earn transfer credit and would have to enroll in the course at our institution.</p>

⁸ If there are institutional or college system-wide policies that make it challenging to ensure that all candidates take all key assessments, please describe these policies and provide evidence that the program has enacted all policies, practices, and systems possible to ensure that as many candidates as possible take the key assessments. The description should include the approximate percentage of candidates that are not taking this key assessment(s). In addition, describe how candidates demonstrate competency in the standards that are addressed in the key assessments they do not take. Please review applicable guidance related to Standard E1b in the full Accreditation Standards document and policies related to Key Assessments in the Accreditation Handbook.

ECED 11183: Working with Diverse Families

Parent/Teacher Conference: Community Resources for Families Key Assessment Project Instructions

Candidates will be provided with a specific and detailed family scenario for a child in their mock classroom. The parents (guardians) of the child have requested a parent/teacher conference to discuss the child and family concerns. The purpose of the project is to build a relationship with the parents and share community resources that will provide specific support for the child and/or family. The instructor will be present during the conference.

Family/Community Resources- Research

To prepare for the parent/teacher conference, candidates will research diverse family/community resources to support their specific family scenario. The diverse community resources should be located in the central Arkansas area. After the research is conducted candidates should choose three diverse community resources that would support the specific family scenario assigned. At least one resource **must** focus on helping parents with a child's development and learning. (For example, resources from Women Infant Children (WIC), Head Start, Educational Co-Ops, local learning events for children, services for diverse populations, just to name a few.)

Candidates will create at least three questions to interview each family/community resource (nine questions total). The interview is very important because the information along with your research will be used to create supporting resources for the family. Think carefully about the questions and tailor them to each individual resource. The interview should elicit more information beyond what is published by the organization. Through your research, locate a contact person to interview. Your interview can be conducted in person, by email or by phone. **(NAEYC Standard 2a)**

Candidate will provide the instructor the following information for each diverse community resource:

- Contact Person's Name and Title
- Contact Person's Phone number and Email
- Date and Time of Interview and indicate if the interview was in person, by phone or by email (If interview was conducted by email, candidate should include the email.)
- The three questions asked and the answers for each community resource (nine questions total). This information is important because the candidate will use this information and the research to create a meaningful community resource for the family.
 - o All questions asked should elicit information beyond what is published through any marketing materials (flyers, brochures, website, etc.).

Family/Community Resources- Handout

Candidates are to create a one-page handout for each diverse community resource to help the family. These handouts will be provided to the parents during the parent/teacher conference.

(NAEYC Standard 2a)

Each handout should contain the following information:

- Name of Community/Family Resource
- Contact Information (including address, phone number, email and website address, if applicable)

- Summary of services or details about the event provided for the family. The summary should clearly share information to support the family scenario received.

Candidates are to create a professional one-page handout for each diverse community resource. The family handouts should meet the following professional in appearance criteria:

- Organized
- Accurate and easy to read information
- Appropriate graphics used
- Free from any spelling and/or grammar errors

Parent/Teacher Conference

Candidates will have a parent/teacher conference with the parents to build a relationship and to share the specific community resources to support the family. Candidates are expected to engage in meaningful and reciprocal conversations, which means this is an opportunity to share and discuss with the parent(s). The instructor will be present during the parent/teacher conference.

To create a relaxing, supportive parent/teacher conference Candidate should follow these guidelines

(NAEYC Standard 2b):

- Greet parent(s) by name
- Start with positive comments about the child
- Encourage the parents to share their concerns and reasons for requesting the parent/teacher conference
- End with positive comments about the child
- Thanks parents for their time

Candidates will provide a professional copy of all three family/community resources to the parents to review during the parent/teacher conference.

To create an informative and reciprocal conference, candidates should follow these guidelines

(NAEYC 2c):

- Summarizes the concerns or worries of the parent
- Prepared to describe all three relevant diverse family/community resources specific for the family
- Encourage parent(s) to take time to review the handouts
- Encourage parents to ask any questions about the resources and be prepared to answer those questions
- Offer to provide help and assistance with getting the family connected to any of the resources
- Make specific plans for a follow up to provide continued support to the family

Candidates are expected to demonstrate professionalism (including active listening skills) during the mock parent/teacher conferences: **(NAEYC Standard 2b)**

- Maintain eye contact

- Speaks clearly and with confidence
- Friendly and engaging to build reciprocal relationships with parents
- Positive nonverbal communication skills (see attached handout for examples)
- Time is provided for parents to fully share their worries, concerns or questions without interruption or judgement

Reflection Paper

After Candidates conduct the mock parent-teacher conference, they will reflect on the entire experience by preparing a typed paper addressing each question below.

(NAEYC Standard 6e) The course instructor is looking for the candidate to be reflective, thoughtful and honest when answering each of the questions below:

- How did you decide on your three diverse family/community resources? Reflect on why you chose the resource to support a child's development and/or learning.
- Did you gain the information you needed from your research and interview? Why or why not? If no, what did you do to obtain additional information?
- How did you feel during the parent-teacher conference?
- What would you do the same way and what would you do differently when engaging with parents during the parent-teacher conference?
- Reflect on the overall experience. What have you learned from this project?

Candidates should create a reflection paper that is at least one full page in length. The paper should be professional in appearance, meeting the following criteria:

- Double spaced
- 12-point font
- Times New Roman
- 0-3 spelling and/or grammar errors

*The term parent(s) is used to mean any guardian of a child.

Nonverbal Communication & Active Listening Skills

Attitude	Nonverbal Cue	Attitude	Nonverbal Cue
Openness	Open Hands Unbuttoned coat/jacket Raising Eyebrows Smiling Appropriately Maintains Eye Contact Listen with your whole body	Defensiveness	Arms crossed over chest Crossing legs Fist-like hand gestures Pointing fingers
Cooperation	Upper body leaning forward Open hands Sitting on the edge of chair Hand-to-face Gestures Unbutton coat or jacket Tilted Head Ask relevant questions	Suspicion	Arms crossed Sideways glance Touching, rubbing nose Rubbing eyes Buttoning jacket/coat- signals drawing away
Confidence	Hands behind back Back Stiffened/Good Posture Hands on jacket/coat collar Voice Inflections	Insecurity	Pinching skin Chewing pen or pencil Thumb over Thumb, rubbing Biting fingernails Hands in pocket
		Nervousness	Clearing Throat “Whew” sound Whistling Picking or pinching skin Fidgeting in chair Hand covering mouth while speaking Tugging at clothes Sweating Rubbing hands together
		Frustration	Short breaths “Tsk” sounds Clenched hands Fist- like gestures Pointing index finger Rubbing hand through hair Rubbing back of the neck

Olsen, G. & Fuller, M.L. Home and School Relations: Teachers and Parents Working Together, 4th Edition, Pearson.

ECED 11183: Working with Diverse Families**Parent Teacher Conferences: Community Resources for Families
NAEYC Key Assessment**

Family/Community Research				
NAEYC Standard	Target- 10 points- A (Exceeds)	Acceptable- 8 points- B (Meets)	Needs Improving -7 points- C (Meets)	Does Not Meet - 0 points- D/F
NAEYC Standard 2a: Know about, understand, and value the diversity of families. Family/Community Resources- Research	Candidate researches and interviews all three relevant family/community resources specific for the family scenario assigned with at least three appropriate and relevant questions. All three questions for each interview should elicit information beyond what is published, and the Candidate should provide responses to the questions and include the name of the contact person, phone number, email address and date and time of interview	Candidate researches and interviews all three relevant family/community resources specific for the family scenario assigned with at least three appropriate and relevant questions. All three questions for each interview elicited information beyond what is published. Candidate provided responses to all questions but failed to include the name of the contact person, and/or phone number, and/or email address and/or date and time of interview	Candidate researches and interviews all three relevant family/community resources specific for the family scenario assigned with at least three appropriate and relevant questions. Questions did not elicit information beyond what is published. Candidate provided responses to all questions and included the name of the contact person, phone number, email address and date and time of interview	Candidate research and interviews less than three relevant family/community resources specific for the family scenario assigned <i>or</i> questions asked were not appropriate <i>or</i> relevant <i>or</i> specific answers were not provided for all questions asked

Family/Community Resources- Handout				
NAEYC Standard	Target- 10 points- A (Exceeds)	Acceptable- 8 points- B (Meets)	Needs Improving -7 points- C (Meets)	Does Not Meet - 0 points- D/F
NAEYC Standard 2a: Know about, understand, and value the diversity of families. Family/Community Resources Handouts	Candidate creates an accurate and informative parent handout based on their research for all three family/community resources that includes the name of each family/community resources in central Arkansas, contact information and an informative summary of appropriate services/events provided for the family's specific situation	Candidate creates an accurate and informative parent handout for all three family/community resources that includes the name of each family/community resources in central Arkansas, and an informative summary of services/events provided for the family's specific situation <i>but</i> fails to provide contact information	Candidate creates a parent handout for all three family/community resources that includes the name of each family/community resources in central Arkansas, contact information <i>but</i> fails to provide an informative summary of services/events provided for the family's specific situation	Candidate does not create parent handout for all three family/community resources.
Professionalism of Family/Community Resources Handouts	Candidate creates a one-page parent handout for each resource that is professional in appearance meeting the following requirements: organized and easy to read with accurate information, appropriate graphics used and no spelling, punctuation, or grammar errors	Candidate creates a one-page parent handout for each resource that includes organized and easy to read and accurate information with no spelling or grammar errors <i>but</i> fails to use graphics or appropriate graphics	Candidate creates a parent handout that includes organized and easy to read information, including appropriate graphics <i>but</i> handout one or more handout is less than one page in length <i>and/or</i> contains spelling, grammar, or punctuation errors	Candidate created a parent handout that is not organized in a logical order and difficult to read/understand and/or has inaccurate information about the community resource/event

Parent/Teacher Conference				
NAEYC Standard	Target- 10 points- A (Exceeds)	Acceptable- 8 points- B (Meets)	Needs Improving -7 points- C (Meets)	Does Not Meet - 0 points- D/F
NAEYC Standard 2b. Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement Parent/Teacher Conference	Candidate creates a relaxing, supportive parent teacher conference by greeting the parent by name, starting with positive comments about the child, encouraging parents to share concerns and reasons for requesting conference, ending with positive comments about the child, and thanks parents for their time	Candidate creates a relaxing, supportive parent teacher conference by encouraging parents to share concerns and reasons for requesting conference, starting and ending with positive comments about the child <i>but</i> does not greet the parent by name <i>or</i> does not thank parents for their time	Candidate encourages parents to share concerns and reasons for requesting conference, greets parents by name and thanks parents for their time <i>but</i> fails to start and end with positive comments about the child	Candidate fails to encourage parents to share concerns and reasons for requesting conference
Parent Teacher Conference- Handout	Candidates provides copies of all three relevant diverse community resources specific for their family situation during the parent/teacher conference	Intentionally Blank	Intentionally Blank	Candidates fails to provide copies of all three relevant diverse community resources specific for their family situation during the parent/teacher conference

NAEYC Standard	Target- 10 points- A (Exceeds)	Acceptable- 8 points- B (Meets)	Needs Improving -7 points- C (Meets)	Does Not Meet - 0 points- D/F
NAEYC Standard 2c. Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies. Parent/Teacher Conference	Candidate supports the family by summarizing their concerns/worries, is prepared and describes all three relevant community resources specific for their family situation, encourages parents to review them, provides time for parent(s) to ask questions and works together to make a specific plan for accessing resources and decides a plan for continued support for the family	Candidate is prepared to describe all three relevant community resources specific for their family situation, encourages parents to review them and provides time for parent(s) to ask questions, works together to make a specific plan for accessing resources and decides a plan for continued support for the family <i>but</i> fails to summarize the concerns and worries of the parent	Candidate supports the family by summarizing their concerns/worries, is prepared and describes all three relevant community resources specific for their family situation, works together to make a specific plan for accessing resources and decides a plan for continued support for the family <i>but</i> fails to encourage parent(s) to review the handouts <i>and/or</i> fails to provide time for parent(s) to ask questions	Candidate is not prepared <i>and/or</i> fails to describe all three community resources specific for their family <i>or</i> fails to make a specific plan for accessing resources and continued support for the family
NAEYC Standard 2b. Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement Parent/Teacher Conference	Candidate demonstrates professionalism through respectful and reciprocal relationships by displaying the following behaviors: maintaining eye contact, speaking clearly and with confidence, friendly and engaging demeanor, positive nonverbal communication skills, providing time for parents to fully share without interruption or judgment	Candidate demonstrates professionalism through respectful and reciprocal relationships with the following behaviors: friendly and engaging demeanor, positive nonverbal communication skills, time provided for parents to fully share without interruption or judgment, <i>but</i> fails to maintain eye contact <i>and/or</i> , fails to speak clearly with confidence	Candidate demonstrates professionalism through respectful and reciprocal relationships with the following behaviors: maintains eye contact, speaking clearly and with confidence, positive nonverbal communication skills, time provided for parents to fully share without interruption or judgment <i>and/or</i> fails to display a friendly and engaging demeanor	Candidate fails to demonstrate professionalism by displaying negative nonverbal communication skills <i>and/or</i> failing to provide time for parents to fully share without interruption or judgment

Personal Reflection Paper				
NAEYC Standard	Target- 10 points- A (Exceeds)	Acceptable- 8 points- B (Meets)	Needs Improving -7 points- C (Meets)	Does Not Meet - 0 points- D/F
NAEYC Standard 6e. Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession. Personal Reflection Paper	Candidate provides a paper reflecting on the project experience, which includes the following: How did you decide on your family/community resources? Did you gain the information you needed from your research and interview, why or why not? How did you feel during the parent-teacher conference? What would you do the same way and what would you do differently when engaging with parents during the parent-teacher conference? What have you learned overall from this project?	Candidate provides a paper reflecting on the project experience, which includes the following: How did you feel during the parent-teacher conference? What would you do the same way and what would you do differently when engaging with parents during the parent-teacher conference? What have you learned overall from this project? Paper does not address: How did you decide on your family/community resources? <i>And/or</i> Did you gain the information you needed from your research and interview, why or why not?	Candidate provides a paper reflecting on the project experience, which includes the following: How did you decide on your family/community resources? Did you gain the information you needed from your research and interview, why or why not? What have you learned overall from this project? Paper does not address: How did you feel during the parent-teacher conference? <i>And/or</i> What would you do the same way and what would you do differently when engaging with parents during the parent-teacher conference?	Candidate provides a paper reflecting on the project experience, which includes the following: How did you decide on your family/community resources? Did you gain the information you needed from your research and interview, why or why not? How did you feel during the parent-teacher conference? What would you do the same way and what would you do differently when engaging with parents during the parent-teacher conference? Paper does not address: What have you learned overall from this project?
NAEYC Standard 6c. Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues. Professionalism and Mechanics	Paper is one full page in length, double-spaced, 12 point, Times New Roman font and has 0-3 grammar and spelling errors	Paper meets 4/5 criteria: at least one page in length, double-spaced, 12 point, Times New Roman font and has 0-3 grammar and spelling errors	Paper meets 3/5 criteria: at least one page in length, double-spaced, 12 point, Times New Roman font and has 0-3 grammar and spelling errors	Paper meets 2/5 criteria: at least one page in length, double-spaced, 12 point, Times New Roman font and has 0-3 grammar and spelling errors

ECTC 2603: Practicum
Child Case Study: NAEYC Key Assessment
Project Instructions

The Child Case Study project is a compilation of work you will complete over the course of the semester and then organize and summarize in one final product. Throughout the semester, you will be conducting a variety of assessments on a child you have selected at your field placement, and summarizing things you have learned about the child. The child must be preschool age (3-5). At the end of the semester, Candidates will compile all this information into a Case Study where you present all the assessments and a summary of development for each major area of development. These instructions will help guide you in organizing your case study. At the beginning of the semester it will be a great help to you to acquire a 3-ring binder and go ahead and separate it into sections as outlined below. Then, as the Candidate completes assessments, begin organizing them into your binder. **PLEASE NOTE: the more work you do on the front end of this project, the less overwhelmed you will be when you are compiling your final project!** For example, all the assessments and summaries in your Case Study must be typed. If you will go ahead and type everything on the front end, you will not only have that part done already, but you will have an electronic copy that you can easily access. Likewise, the more you write in your brief summaries throughout the semester, the less original writing you will have to do later.

Each section listed below, excluding the Cover Sheet, should have its own divider tab in your Child Case Study Binder:

Cover Sheet

The **cover sheet** should include the following:

- your name
- the course name and number
- the semester you are taking the course
- name of the center where the child observed was enrolled
- the age group of the class
- the child's initials
- gender
- age (days, months, and years)
- and the date of the study

Center Information. Include:

Letter of introduction to the director, including

- your academic background
- your family background
- and reason for doing the child study

Field Observation Permission Form

Site Summary materials, including attachments (floor plan, daily schedule, and playground layout)

Introduction and Family Information. Include:

Letter of introduction to parent, which includes the following (**NAEYC Standard 2b**):

- your academic background

- your family background
- the reason for doing the child study
- a reciprocal form for the family to fill out and return with items such as child's and family's preferences, characteristics, rituals, background, holidays celebrated, etc.
- the letter should be typed, double-spaced, use professional language, and be error-free.

Permission form to conduct the child study – this indicates the family has agreed to allow you to complete the child study on their child and to acquire and use photos of the child.

Child's family information including the following (**NAEYC Standard 2a**):

- description of the child's immediate and extended family, and the language used in the home. This information you should have collected through use of questionnaires, interactions with the family and child, etc.

Photos of the Child - at least 5 different photos of the child in a variety of settings/activities (these are separate from the work samples and should be used as a way to introduce/describe the child)

The Wondering Question

The Wondering Question – Include the Wondering Question assignment here that you have already written. Make sure it includes: What were the reasons you decided to complete the child study on the child you have chosen? What got your interest? What do you wish to learn about the candidate? You should also update the Wondering Question to include a reflection on how your study answered these questions. (**NAEYC Standard 6e**) **The Wondering Question should be at least half a page long.**

Summary of Article.

Include your 1-page Summary of Article on the value of naturalistic or authentic assessment, published within the last three years and about preschool children – use APA format. **Please include copy of article.** Make sure it is typed and you have made corrections to it if needed. (**NAEYC Standard 3a**)

Types of Assessment Tools. Include:

FIRST – Fill out your Portfolio Evidence Sheet and include it here.

NEXT - Write a List of the types of assessment tools and a SUMMARY of how they are used, what the benefits of each tool are, and the reasons you have chosen to select the tools you used to support the information you have summarized in the child study. NAEYC Standard 3b, You should have at LEAST 9 assessments including the following:

1. Class list log
2. Anecdotal recording
3. Developmental checklist (at least one of the following: Physical Development Checklist, Math and Science Checklist, Speech and Language Checklist)
4. Running record
5. Frequency count
6. Child interview (language sample)
7. Time sample
8. Rating scale (at least one of the following: Literacy Rating Scale, DRS)
9. Work Sample (drawing of family/self-portrait, writing sample (name), art, photos of block building, housekeeping dress up, etc.)

As you list each assessment tool used to support the child study, **state a brief description of the tool and what area of development the tool was used to support.** You should have already been writing these descriptions as you were completing your assessments. If you have done so, simply compile them here. If you have not been doing so, you need to write a brief description of the tool here. (**NAEYC Standard 3b**)

Social Emotional Development Summary. Include:

NAEYC Standard 1b

A summary for the Child Development review in the area of your child case study's **Social/Emotional Development** that is at LEAST one page long and should include information about:

- the child's play skills (both social and cognitive)
- peer interaction
- relationships with adults
- and the assessment tools used to provide that information
- self-regulation
- responsibility
- ability to express feelings

The summary should include citations/references to the assessment tool used to support conclusions about the child's development in these areas. You need to have references to at least 3 tools. The summary can also include suggestions for supporting further development or questions that arose for the researcher suggesting further study. **THIS SUMMARY MUST BE AT LEAST ONE FULL PAGE AND MUST BE SPECIFICALLY ABOUT THE CHILD YOU STUDIED.**

Physical Development Summary

NAEYC Standard 1a

A summary for the Child Development review in the area of your child case study's **Physical Development** that is at LEAST one page long and should include information about:

- child's height
- weight
- grooming
- gross and fine motor abilities
- and the assessment tools used to provide that information

The summary should include citations to the assessment tool used to support conclusions about the child's development in these areas and your rationale. It should reference at least 3 tools. The summary can also include suggestions for supporting further development or questions that arose for the researcher suggesting further study. **THIS SUMMARY MUST BE AT LEAST ONE FULL PAGE AND MUST BE SPECIFIC TO YOUR CHILD STUDIED.**

Language and Literacy Summary. Include:

NAEYC Standard 1b

A summary for the Child Development review in the area of your child case study's **Language and Literacy Development** that is at least one page and should include information about:

- the child's speech and language checklist
- the interview you conducted with the child
- language and literacy in terms of
 - grammar
 - sentence structure
 - speech clarity
 - literacy skills
 - writing skills

- books enjoyed
- listening skills in group activities
- and the assessment tools used to provide that information

The summary should include citations to the assessment tool used to support conclusions about the child's development in these areas and your rationale for each. You should cite to at least a total of 3 tools. The summary can also include suggestions for supporting further development or questions that arose for the researcher suggesting further study. **THIS SUMMARY MUST BE AT LEAST ONE FULL PAGE AND MUST BE SPECIFICALLY ABOUT YOUR CHILD CASE STUDY.**

Cognitive/Intellectual Summary. Include:

NAEYC Standard 1b

A summary for the Child Development review in the area of your child case study's **Cognitive/Intellectual Development** that is at least one page and should include information about:

- Piaget's stages of development – what stage is your child in?
- curiosity/inquiry
- persistence in learning
- reasoning
- problem-solving skills
- math development in terms of
 - numeral representation
 - patterning
 - shapes
 - and measurement
- and the assessment tools used to provide that information

The summary should include citations to the assessment tool used to support conclusions about the child's development in these areas and your rationale for each. You should cite to at least 3 tools. The summary can also include suggestions for supporting further development or questions that arose for the researcher suggesting further study. **THE SUMMARY MUST BE AT LEAST ONE FULL PAGE AND MUST BE SPECIFICALLY ABOUT YOUR CHILD STUDIED.**

Creative/Aesthetic Summary. Include:

NAEYC Standard 1a

A summary for the Child Development review in the area of your child case study's **Creative/Aesthetic Development** that is at least one page long and should include information about:

- 2-dimensional art, including reference to at least one work sample
- 3-dimensional art, including reference to at least one work sample
- music/song and rhythm
- creative movement/dance
- creative dramatics/storytelling
- story telling/puppetry
- dramatic play
- and the assessment tools used to provide that information

The summary should include citations to the assessment tool used to support conclusions about the child's development in these areas and your rationale for each. You should cite to at least 3 tools/work samples. The summary can also include suggestions for supporting further development or questions that arose for the researcher suggesting further study. **THE SUMMARY MUST BE AT LEAST ONE FULL PAGE AND MUST BE SPECIFICALLY ABOUT THE CHILD STUDIED.**

Narrative Summary.

NAEYC Standard 3d

The Narrative summary is a written summary of all information studied and includes the following:

- strengths in all areas of development based upon child's assessments
- objective information
- information state positively
- 3 recommendations for further development
- learning opportunities and /or interventions to be provided or recommended
- respectful recommendations for family
- the writer's personal wishes
- the writer's signature
- date of summary

The Narrative Summary hits on every area of development but not in as much detail as the individual summaries did, somewhat like a progress report. It should be written in the format of a letter, which you will sign at the end. YOU WILL NOT actually give the family a copy of this letter.

Appendix. Include:

Cover page. List each assessment tool on the Appendix cover page, and then include all assessments in the Appendix. List the page number for each assessment tool in the Appendix.

Assessment tools with Brief Summaries. NAEYC Standard 3c. After the Appendix cover sheet, put all of the assessment tools you used to complete the Child Case Study here. Each assessment tool should include a Brief Summary, in which you describe how you used the tool with your child case study and a brief description of the findings about your child case study from using the tool. The assessment tools and brief summaries found in the Appendix should be neat, typed, professional looking, and have corrections made to them. The Appendix should include, but is not limited to, the following nine assessment tools:

1. Class List Log
2. Anecdotal Recording
3. Developmental Checklist
4. Running Record
5. Frequency Count
6. Child Interview/Language Sample
7. Time Sample
8. Rating Scale
9. Work Sample

Overall Organization and Mechanics: (NAEYC Standard 6c)

The **organization** of the information in your case study should include the following:

- professionally presented – includes labeled divider tabs
- typed
- professional language used throughout
- no grammar, spelling or usage errors are present
- all assessment documents with summaries for each are included as an appendix

You will hand in a hard copy of the Child Case Study in a 3-ring binder, as well as submit an electronic copy in Blackboard. If you don't have all of your documents saved in a format that can be made into one electronic file, take your hard copy of your case study to the library and ask to have your case study scanned into one pdf document. I will grade your binder and return it to you the last week of class.

ECTC 2603: Practicum
Child Case Study: NAEYC Key Assessment

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
Cover sheet	Cover sheet contains all nine criteria: your name, course name and number, semester, name of center, age group, child's initials, gender, age, date of study	Contains eight criteria: your name, course name and number, semester, name of center, age group, child's initials, gender, age, date of study	Contains six-seven criteria: your name, course name and number, semester, name of center, age group, child's initials, gender, age, date of study	Contains five or less criteria: your name, course name and number, semester, name of center, age group, child's initials, gender, age, date of study
Letter of Introduction to Center	Letter includes all criteria: academic background, family background, course requirements, reason for child study, and is grammatically correct with no spelling errors	Letter includes all criteria: academic background, family background, course requirements, reason for child study, and has no more than 2-3 grammar or spelling errors	Letter includes all criteria: academic background, family background, course requirements, reason for child study, and has no more than 4-6 grammar or spelling errors	Letter not submitted or does not contain all criteria or has more than 7 grammar or spelling errors
Field Permission form	Permission form included	Intentionally Blank	Intentionally Blank	Permission form not included
Site Summary	Site Summary meets all criteria: Completed with attached schedule and diagrams, typed, and error-free	Site Summary is completed, typed, and error-free, but is missing attached schedule and/or diagrams	Site Summary is not typed but otherwise is completed and has attached schedule and diagrams	Site Summary not typed and not completed OR not included in case study
Case Study Permission form	Permission form completed and signed	Intentionally Blank	Intentionally Blank	Permission form not completed, not signed, or not returned

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement. Letter of introduction to parent	Candidate's letter to the child case study's family includes a description of Candidate's academic background, family background, gives the reason for child study, and includes a reciprocal form for the family to fill out regarding the child's and family's preferences and characteristics.	Candidate's letter to the child case study's family includes reason for child study and description of academic background, and includes a reciprocal form for the family to fill out regarding the child's and family's preferences and characteristics, <i>but</i> does not give a description of Candidate's family.	Candidate's letter to the family includes the reason for the child study, and includes a reciprocal form for the family to fill out regarding the child's and family's preferences and characteristics, <i>but</i> does not include a description of the Candidate's academic and family background.	Candidate's Letter to the family is not submitted <i>or</i> does not include the reason for the child case study, <i>or</i> does not include a reciprocal form for the family to fill out regarding the child's and the family's preferences and characteristics.
Professionalism – Letter to Parent	Candidate's letter is grammatically correct and has no spelling errors or unprofessional language, such as slang or abbreviations.	Candidate's letter has no more than two to three grammar or spelling errors and contains no unprofessional language, such as slang or abbreviations.	Candidate's letter has no more than four to six grammar or spelling errors and contains no unprofessional language, such as slang or abbreviations.	Candidate's letter has seven or more grammar or spelling errors, or contains instances of unprofessional language, such as slang or abbreviations.
Photos of Child Study	Candidate includes 5 Photos of child studied and show child in a variety of activities.	Candidate includes 5 Photos of the child but show the child in the same or very similar activity.	Intentionally blank	Photos of child not included or less than 5 included.

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 2a: Know about, understand, and value the diversity of families. Family Description	Candidate collects information about the child case study's family through conversation, interviews, discussion with the child, and questionnaires and uses information to write paragraph about the child in the context of the family. Paragraph includes description of the child's nuclear and extended family and the language used in the home, and is complete without revealing privileged information, without bias or judgment (no red flag words used).	Candidate writes a paragraph about the child in the context of the family – includes description of the child's nuclear and extended family and the language used in the home, and does not reveal privileged information, but has no more than two instances of bias or judgment language, such as red flag words.	Candidate writes a paragraph about the child in the context of the family, including a description of the child's nuclear family and the language used in the home, and without revealing privileged information, <i>but</i> either does not include information about the extended family, <i>or</i> uses no more than three to four instances of bias or judgment language, such as red flag words.	Candidate writes a paragraph about the child in the context of the family <i>but</i> either does not discuss the child's nuclear family and language spoken at home; <i>or</i> it reveals privileged family information; <i>or</i> has more than four instances of bias or judgment language, such as red flag words; <i>or</i> paragraph not included.

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession. The “Wondering Question”	After collecting preliminary assessment information about the child, Candidate writes a “Wondering Question” which includes at least one paragraph about the child’s actions that initially peaks the candidate’s curiosity about the child, gives the reason for selection, discusses what the candidate wishes to learn about the child, reflects on how these questions have been answered, and is at least a half a page long.	After collecting preliminary assessment information about the child, Candidate writes a “Wondering Question” which discusses at least four of the following and is at least a half a page long: the child’s actions that initially peak the Candidate’s curiosity about the child, the reasons for selection of the child, what the Candidate wishes to learn about the child, and reflection on how these questions have been answered.	After collecting preliminary assessment information about the child, Candidate writes a “Wondering Question” which discusses at least three of the following and is at least half a page long: the child’s actions that initially peak the Candidate’s curiosity about the child, the reasons for selection of the child, what the Candidate wishes to learn about or the child, and reflection on how these questions have been answered.	Candidate does not include a “Wondering Question,” or Candidate’s “Wondering Questions discusses less than three of the following: the child’s actions that initially peak the Candidate’s curiosity about the child, the reasons for selection of the child, what the Candidate wishes to learn about or the child, and reflection on how these questions have been answered.
NAEYC Standard 3a. Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings. Article Summary	The Candidate summarizes a current article on the value of naturalistic or authentic assessment and preschool children, including a description of main points of article and the connection to the case study project, is at least one page long with no grammar or spelling errors. Article is included and was published within the last three years.	The Candidate summarizes a current article on the value of naturalistic or authentic assessment and preschool children, including a description of main points of article and the connection to the case study project, is at least one page long. The article is included with the summary but was not published within the last three years.	The Candidate summarizes a current article on the value of naturalistic or authentic assessment and preschool children, includes description of main points of article, is at least one page long, includes copy of article, but does not discuss the connection to the case study project.	The Candidate does not include a summary of an article on the value of naturalistic or authentic assessment and preschool children, OR a copy of article is not included with the summary.

Page Break

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
Professionalism – Article Summary	Candidate’s summary is grammatically correct and has no spelling errors or unprofessional language, such as slang or abbreviations.	Candidate’s summary has no more than two to three grammar or spelling errors and contains no unprofessional language, such as slang or abbreviations.	Candidate’s summary has no more than four to six grammar or spelling errors and contains no unprofessional language, such as slang or abbreviations.	Candidate’s summary has seven or more grammar or spelling errors, or contains instances of unprofessional language, such as slang or abbreviations.
NAEYC Standard 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools. Assessment Tools Used	Candidate describes at least nine assessment tools used to compile the case study. For each tool, Candidate explains how the tool is used, benefits of the tool’s use, and Candidate’s rationale and reasons for choosing the tool described in relation to the child studied.	Candidate describes at least eight assessment tools used to compile the case study and for each tool explains how the tool is used, benefits of the tool’s use, and Candidate’s rationale and reasons for choosing the tool selected, <i>or</i> Candidate describes at least nine tools and for each explains how the tool is used and the benefits of its use, but does not include the rationale for choosing them in relation to the child studied.	Candidate describes at least seven assessment tools used to compile the case study and for each tool explains how the tool is used, benefits of the tool’s use, and Candidate’s rationale and reasons for choosing the tool selected; <i>or</i> , Candidate lists nine assessment and describes why they were selected, but does not describe how the tool is used and/or the tool’s benefits and uses.	Candidate’s list of assessment tools includes a full description of how each of the tools are used, the benefits of their use, and the rationale for the Candidate choosing them, for six or fewer of the assessment tools.
Portfolio Evidence Sheet	Completed Portfolio Evidence Sheet included	Intentionally Blank	Intentionally Blank	Portfolio Evidence Sheet not included OR not completed in all areas

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices. Social/emotional Development Review	Candidate's review of the child's social/emotional development discusses at least three assessment tools and their findings regarding child's social/emotional development, and includes description of the following: the child's play skills (both cognitive and social), peer interactions, relationships with adults, self-regulation, responsibility, ability to express feelings. Professional language used and does not contain bias or judgment statements such as red flag words.	Candidate's review of the child's social/emotional development discusses at least three assessment tools and their findings regarding child's social/emotional development, and includes description of at least five of the following: the child's play skills (both cognitive and social), peer interactions, relationships with adults, self-regulation, responsibility, ability to express feelings. Professional language used and does not contain bias or judgment statements such as red flag words.	Candidate's review of the child's social/emotional development discusses at least two assessment tools and their findings regarding child's social/emotional development, and includes description of at least four of the following: the child's play skills (both cognitive and social), peer interactions, relationships with adults, self-regulation, responsibility, ability to express feelings. Professional language used and does not contain bias or judgment statements such as red flag words.	Candidate's review of the child's social/emotional development discusses less than two assessment tools and their findings regarding child's social/emotional development; OR discusses three or fewer of the following: the child's play skills (both cognitive and social), peer interactions, relationships with adults, self-regulation, responsibility, ability to express feelings; OR summary includes multiple red flag words or unprofessional language such as slang, abbreviations, or personal opinion.
Professionalism – Social/emotional Development Review	Candidate's review of the child's social/emotional development is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.	Candidate's review of the child's social/emotional development is typed, no more than double spaced, at least a page long and has no more than 2-3 spelling, grammar, or punctuation errors.	Candidate's review of the child's social/emotional development is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.	Candidate's review of the child's social/emotional development is not submitted; or, is not typed; or, is not at least one page long while no more than double-spaced; or, has more than 7 spelling, grammar, or punctuation errors.

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development. Physical Development Review	Candidate's review of child's physical development includes a discussion of child's height, weight, grooming, gross motor abilities, and fine motor abilities. Candidate's Review discusses at least three assessment tools and their findings to describe the child's physical development in support of analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of child's physical development includes a discussion of the child's gross motor abilities and fine motor abilities, but is missing either a description of the child's height and weight, or the child's grooming. Candidate's Review discusses at least three assessment tools and their findings to describe the child's physical development in support of analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of child's physical development includes a discussion of the child's gross motor abilities and fine motor abilities, but is missing a description of the child's height and weight and grooming. Candidate's Review discusses at least two assessment tools and their findings to describe the child's physical development in support of analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of child's physical development references less than two assessment tools and their findings to describe the child's physical development in support of analysis; OR fails to describe either the child's gross motor abilities or fine motor abilities; OR summary contains unprofessional language such as slang, abbreviations, or statements of bias or judgment such as use of red flag words.
Professionalism – Physical Development Review	Candidate's review of the child's physical development is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.	Candidate's review of the child's physical development is typed, no more than double spaced, at least a page long and has no more than 2-3 spelling, grammar, or punctuation errors.	Candidate's review of the child's physical development is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.	Candidate's review of the child's physical development is not submitted; or, is not typed; or, is not at least one page long while no more than double-spaced; or, has more than 7 spelling, grammar, or punctuation errors.

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices. Language and Literacy Development Review	Candidate's review of the child's language and literacy development discusses all of the following: child's speech and language checklist compared to developmental norms; analysis of child interview; language and literacy in terms of grammar, sentence structure, speech clarity, literacy skills, and writing skills; books the child enjoys; and listening skills in group activities. The Candidate's review discusses at least three language/literacy assessment tools and their findings to support analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of the child's language and literacy development discusses four of the following: child's speech and language checklist compared to developmental norms; analysis of child interview; language and literacy in terms of grammar, sentence structure, speech clarity, literacy skills, and writing skills; books the child enjoys; and listening skills in group activities. The Candidate's review discusses at least three language/literacy assessment tools and their findings to support analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of the child's language and literacy development discusses three of the following: child's speech and language checklist compared to developmental norms; analysis of child interview; language and literacy in terms of grammar, sentence structure, speech clarity, literacy skills, and writing skills; books the child enjoys; and listening skills in group activities. The Candidate's review discusses at least two language/literacy assessment tools and their findings to support analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of the child's language and literacy development discusses fewer than three of the following: child's speech and language checklist compared to developmental norms; analysis of child interview; language and literacy in terms of grammar, sentence structure, speech clarity, literacy skills, and writing skills; books the child enjoys; and listening skills in group activities; OR, the Candidate's review discusses at less than two language/literacy assessment tools and their findings to support analysis; OR Summary contains unprofessional language such as slang, abbreviations, or statements of bias/judgment such as use of red flag words.
Professionalism – Language/Literacy Development Review	Candidate's review is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.	Candidate's review is typed, no more than double spaced, at least a page long and has no more than 2-3 spelling, grammar, or punctuation errors.	Candidate's review is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.	Candidate's review is not submitted; or, is not typed; or, is not at least one page long while no more than double-spaced; or, has more than 7 spelling, grammar, or punctuation errors.

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices. Cognitive/Intellectual Development Review	Candidate's review of the child's cognitive development discusses all of the following: Piaget's stages of development in relation to the child, curiosity/inquiry, persistence in learning, reasoning, problem-solving skills, and math development in terms of numeral representation, patterning, shapes, and measurement. The Candidate's review discusses at least three assessment tools and their findings to support analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of the child's cognitive development discusses at least five of the following: Piaget's stages of development in relation to the child, curiosity/inquiry, persistence in learning, reasoning, problem-solving skills, and math development in terms of numeral representation, patterning, shapes, and measurement. The Candidate's review discusses at least three assessment tools and their findings to support analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of the child's cognitive development discusses at least four of the following: Piaget's stages of development in relation to the child, curiosity/inquiry, persistence in learning, reasoning, problem-solving skills, and math development in terms of numeral representation, patterning, shapes, and measurement. The Candidate's review discusses at least two assessment tools and their findings to support analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of the child's cognitive development discusses only three or fewer of the following: Piaget's stages of development in relation to the child, curiosity/inquiry, persistence in learning, reasoning, problem-solving skills, and math development in terms of numeral representation, patterning, shapes, and measurement; OR Candidate's review discusses fewer than two assessment tools and their findings to support analysis; OR Summary contains unprofessional language such as slang, abbreviations, or statements of bias/judgment such as use of red flag words.
Professionalism – Cognitive Development Review	Candidate's review is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.	Candidate's review is typed, no more than double spaced, at least a page long and has no more than 2-3 spelling, grammar, or punctuation errors.	Candidate's review is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.	Candidate's review is not submitted; or, not typed; or, not at least one page while no more than double-spaced; or, has more than 7 spelling, grammar, or punctuation errors.

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development. Creative/aesthetic Development Review	Candidate's review of the child's creative/aesthetic development includes discussion of child's development in: 2-dimensional art, with reference to work sample; 3-dimensional art, with reference to work sample; music/song and rhythm; creative movement/dance; creative dramatics; storytelling/puppetry; and dramatic play The Candidate's review discusses at least three assessment tools and their findings to support analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words	Candidate's review of the child's creative/aesthetic development includes discussion of at least six examples of child's development in: 2-dimensional art, with reference to work sample; 3-dimensional art, with reference to work sample; music/song and rhythm; creative movement/dance; creative dramatics; storytelling/puppetry; and dramatic play The Candidate's review discusses at least three assessment tools and their findings to support analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words	Candidate's review of the child's creative/aesthetic development includes discussion of at least five examples of child's development in: 2-dimensional art, with reference to work sample; 3-dimensional art, with reference to work sample; music/song and rhythm; creative movement/dance; creative dramatics; storytelling/puppetry; and dramatic play The Candidate's review discusses at least two assessment tools and their findings to support analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of the child's creative/aesthetic development includes discussion four or fewer examples of child's development in: 2-dimensional art, with reference to work sample; 3-dimensional art, with reference to work sample; music/song and rhythm; creative movement/dance; creative dramatics; storytelling/puppetry; and dramatic play. OR, The Candidate's review discusses fewer than two assessment tools and their findings to support analysis. OR, Summary uses unprofessional language such as slang or abbreviations, and/or bias or judgment statements such as red flag words.
Professionalism – Creative/aesthetic Development Review	Candidate's review is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.	Candidate's review is typed, no more than double spaced, at least a page long and has no more than 2-3 spelling, grammar, or punctuation errors.	Candidate's review is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.	Candidate's review is not submitted; or, not typed; or, not at least one page while no more than double-spaced; or, has more than 7 spelling, grammar, or punctuation errors.

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 3d: Build assessment partnerships with families and professional colleagues. Narrative Summary	Candidate's Narrative Summary includes a discussion of: brief description of child's strengths in all areas of development based upon child's assessments; objective information presented objectively; information stated positively; three recommendations for further development; learning opportunities &/or interventions to be provided or recommended; and respectful recommendations for family. Narrative Summary closes with the Candidate's best wishes, signature of Candidate, and date of summary.	Candidate's Narrative Summary includes a discussion of: brief description of child's strengths in all areas of development based upon child's assessments; objective information presented objectively; information stated positively; three recommendations for further development; learning opportunities &/or interventions to be provided or recommended; and respectful recommendations for family. Narrative Summary does not include a closing containing the Candidate's best wishes, signature of Candidate, and date of summary.	Candidate's Narrative Summary includes a discussion of: brief description of child's strengths in all areas of development based upon child's assessments; objective information presented objectively; information stated positively; three recommendations for further development; learning opportunities &/or interventions to be provided or recommended; and respectful recommendations for family, <i>but either</i> does not state information positively or does not state information objectively.	Candidate's Narrative Summary includes a less than three of the following in the discussion: brief description of child's strengths in all areas of development based upon child's assessments; three recommendations for further development; learning opportunities &/or interventions to be provided or recommended; and respectful recommendations for family.

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child. Appendix – Assessment Tools	Candidate's Child Case Study is supported by appropriate assessment tools which have been fully completed and are error-free. Each assessment includes a brief summary of the tool's use and the tool's findings, and are included in the appendix for the reader's review. Appendix includes at least the following nine assessment tools but may include more: <ol style="list-style-type: none"> 1. Class list log 2. Anecdotal recording 3. Developmental checklist 4. Running record 5. Frequency count 6. Child interview (language sample) 7. Time sample 8. Rating scale 9. Work Sample 	Candidate's Child Case Study is supported by appropriate assessment tools which have been fully completed and are error-free. Each assessment includes a brief summary of the tool's use and the tool's findings, and are included in the appendix for the reader's review. Appendix includes at least eight of the following assessment tools: <ol style="list-style-type: none"> 1. Class list log 2. Anecdotal recording 3. Developmental checklist 4. Running record 5. Frequency count 6. Child interview (language sample) 7. Time sample 8. Rating scale 9. Work Sample 	Candidate's Child Case Study is supported by appropriate assessment tools which are included in the case study appendix. Tools have been partially completed or do not include a brief summary of the tool's findings. At least seven of the following assessment tools are included: <ol style="list-style-type: none"> 1. Class list log 2. Anecdotal recording 3. Developmental checklist 4. Running record 5. Frequency count 6. Child interview (language sample) 7. Time sample 8. Rating scale 9. Work Sample 	Candidate's Child Case Study is supported by six or fewer of the following assessment tools which have been fully completed and error-free, include a brief summary of the tool's findings, and are included in the appendix. <ol style="list-style-type: none"> 1. Class list log 2. Anecdotal recording 3. Developmental checklist 4. Running record 5. Frequency count 6. Child interview (language sample) 7. Time sample 8. Rating scale 9. Work Sample

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 6c: Use professional communication skills, including technology mediated strategies, to effectively support young children's learning and development and to work with families and colleagues. Organization of information	Candidate's Child Case Study meets all of the following criteria: <ul style="list-style-type: none"> • Professionally presented – includes labeled divider tabs • Typed • Professional language used throughout • No grammar, spelling, or usage errors are present • All assessment documents with summaries are included as an appendix 	Candidate's Child Case Study meets four of the following criteria: <ul style="list-style-type: none"> • Professionally presented – includes labeled divider tabs • Typed • Professional language used throughout • No grammar, spelling, or usage errors are present • All assessment documents with summaries are included as an appendix 	Candidate's Child Case Study meets three of the following criteria: <ul style="list-style-type: none"> • Professionally presented – includes labeled divider tabs • Typed • Professional language used throughout • No grammar, spelling, or usage errors are present • All assessment documents with summaries are included as an appendix 	Candidate's Child Case Study meets two or fewer of the following criteria: <ul style="list-style-type: none"> • Professionally presented – includes labeled divider tabs • Typed • Professional language used throughout • No grammar, spelling, or usage errors are present • All assessment documents with summaries are included as an appendix

ECTC 2803: Infant and Toddler Curriculum
Mobile Infant Activity Plans & Observation Instructions: NAEYC Key Assessment

Objective:

The purpose of this project is for Candidates to create developmentally appropriate activities that are appropriate for mobile infants (9 -18 months) and parent take-home involvement activities. Candidates will implement 3 planned activities during a 2.5-hour observation where the supporting teacher or director will evaluate.

Candidates will create one activity and one parent take-home involvement activity for each of the following areas from the Arkansas Child Development Early Learning Standards (CDELS) for a total of 10 activities:

- Cognitive
- Social-Emotional
- Physical
- Language Development/Emergent Literacy Activities
- Creativity & Aesthetics

Mobile Infant Activities:

Each activity Candidate create must be developmentally appropriate and include the following from the Arkansas Child Development Early Learning Standards (CDELS) **(NAEYC Standard 3b)**

- Accurate and appropriate domain
- Accurate and appropriate learning goal
- Accurate and appropriate strand
- Domain component, learning goal and strand supports planned activity

Candidates must create activities that are developmentally appropriate for mobile infants, meaningful and challenging. All planned activities should contain the following information:

(NAEYC Standard 5c)

- title of activity
- all materials needed to conduct the activity
- clear, detailed step-by-step instructions describing the activity
- scaffolding tips for support
- scaffolding tips for enrichment

Take-Home Parent Activities:

Candidates will create a developmentally appropriate, creative take-home activity for parents for each of the five domain areas. **(NAEYC Standard 2c)**
The parent take-home activity handout should contain the following information:

- purpose of the activity
- What the children are learning from the activity
- Steps to implement the activity at home
- indicate an appropriate and accurate learning goal from CDELS (number & statement)

2.5 Hour Mobile Infant Observation:

Once Candidate has planned all five developmentally appropriate classroom activities and they have been approved by the instructor, Candidate will select three activities to implement at a licensed observation site with mobile infants (9 – 18 months). The observation cannot take place in a candidate's own classroom.

The supporting teacher and/or director will observe the Candidate conducting the three planned activities. They will complete the evaluation form located on the back of the permission form. They will be evaluating the following: **(NAEYC Standard 4c)**

- Candidate fully implements three developmentally appropriate activities and has all necessary materials prepared in advance
- Mobile infants are allowed flexibility to come and go during the activities

The supporting teacher and/or director will also evaluate positive connection behaviors during the activity implementation. They will be evaluating the following: **(NAEYC Standard 4a)**

- Candidate makes eye contact during activities
- Candidate uses children's names during activities
- Candidate uses a calm and encouraging tone of voice during activities

Candidates are required to submit the original permission and evaluation form (completed in blue ink) verifying three planned activities were completed with a mobile infant. **The permission and director/teacher interview form are required in order for the Candidate to receive credit for the project.**

Candidate Reflection:

Candidate will type a reflection paper that includes the following information from the observation experience: **(NAEYC Standard 4d)**

- describe the type of program where observation/implementation occurred

- describe the classroom, including the layout of the classroom, materials, furniture, learning centers, etc.
- include the age of the child(ren)
- include the teacher/child ratio
- provide a brief description of the activities chosen (3 out of the 5 planned)
- discuss what went well with each of the three activities implemented
- discuss what improvements you would make on all three activities after implementation
- share what you learned about the child/children involved in the three activities implemented (think of the connection to the planned learning goal)

Candidates should prepare professional activities plans, take-home parent activities, and a reflection paper that includes the following criteria:

- cover page
- typed template for activity plans
- typed take-home parent activities
- typed observation reflection
- typed, at least two pages in length
- 12-point Times New Roman, double-spaced
- 0-3 spelling/grammar errors

Mobile Infant Activity Plan
Example

Title of Activity: Star Builders

Domain: Cognitive

Domain Component: CD1. – Approaches to Learning

Learning Goal: CD1.1 – Shows curiosity and a willingness to try new things.

Strand: Exploration and Investigation

Materials Needed: Star builders

Detailed Step by Step Procedure

1. I will invite a few mobile infants to sit with me on the floor with the star builders. I will offer each toddler two-star builders that I have previously connected and say, “Today we can play with these stars.” You have two stars. Here is a star. Next to this star is another star.” I will point to each star as I talk to the mobile infants and say “1, 2”. As the mobile infants explore the star builders I will comment on their actions. For example, “You took apart your stars” or “You are looking at your stars.” Or “You are banging your stars together.” If the mobile infants have not taken apart their stars, I will demonstrate and say, “You can take apart your two stars if you want to.” I will allow time for the mobile infants to examine and manipulate their stars. I will describe their exploration as they manipulate the stars. I will continue the activity until the mobile infants lose interest.

Scaffolding Tips for Support: If one or more of the mobile infants has difficulty separating their stars, I will offer to help by holding one star and encouraging them to pull on the other star. If necessary, I will demonstrate the concept of pull.

Scaffolding Tips for Enrichment: If one or more of the mobile infants can disconnect the two stars easily, I will offer additional stars to create a longer chain and encourage the mobile infants to explore other directions to connect the star builders.

ECTC 28033: Infant and Toddler Curriculum
Mobile Infant Activity Plans & Observation- NAEYC Key Assessment

Cognitive Activity				
NAEYC Standard	Target- 10 points	Acceptable- 8 points (Meets)	Needs Improving -7 points (Meets)	Does Not Meet - 0 points
NAEYC Standard 3b. Know a wide range of types of assessments, their purposes, and their associated methods and tools. Cognitive Activity Plan	Candidate provides an accurate and appropriate domain, learning goal and strand for the planned activity	Candidate provides an accurate and appropriate domain and learning goal, <i>but</i> strand is not appropriate/accurate for the planned activity	Candidate provides an accurate and appropriate domain and strand <i>but</i> learning goal is not appropriate/accurate for the planned activity	Candidate provides an inaccurate or inappropriate domain, <i>and/or</i> strand is not provided or incorrect <i>and/or</i> learning goal is not provided or incorrect
NAEYC Standard 5c. Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge. Cognitive Activity Plan	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity includes a title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions, appropriate scaffolding tips for support, and appropriate scaffolding tips for enrichment	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides clear, detailed step-by-step instructions, appropriate scaffolding tips for support, appropriate scaffolding tips for enrichment <i>but</i> fails to include appropriate title for activity <i>and/or</i> all materials needed to conduct the activity	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides an appropriate title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions <i>but</i> fails to provide appropriate scaffolding tips for enrichment <i>and/or</i> appropriate scaffolding tips for enrichment	Candidate fails to plan a developmentally appropriate that is meaningful and challenging activity for mobile infants <i>and/or</i> fails to provide clear, detailed step-by-step instructions to conduct the activity

NAEYC Standard	Target- 10 points	Acceptable- 8 points (Meets)	Needs Improving -7 points (Meets)	Does Not Meet - 0 points
NAEYC Standard 2b. Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement. Cognitive Take-Home Parent Activity	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional parent handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, what the child is learning from the activity and an appropriate learning goal (CDELS)	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, and what the child is learning from the activity, but fails to provide an appropriate learning goal (CDELS)	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the steps to implement the activity at home, an appropriate learning goal (CDELS) <i>but</i> fails to provide the purpose of the activity <i>and/or</i> what the children are learning from the activity	Candidate fails to create a professional parent handout to involve families in their infant's development and learning <i>or</i> handout fails to provide a developmentally appropriate, creative activity to extend learning in the home <i>or</i> handout does not contain the steps to implement the activity at home

Social Emotional Activity				
NAEYC Standard	Target- 10 points	Acceptable- 8 points (Meets)	Needs Improving -7 points (Meets)	Does Not Meet - 0 points
NAEYC Standard 3b. Know a wide range of types of assessments, their purposes, and their associated methods and tools. Social Emotional Activity Plan	Candidate provides an accurate and appropriate domain, learning goal and strand for the planned activity	Candidate provides an accurate and appropriate domain and learning goal, <i>but</i> strand is not appropriate/accurate for the planned activity	Candidate provides an accurate and appropriate domain and strand <i>but</i> learning goal is not appropriate/accurate for the planned activity	Candidate provides an inaccurate or inappropriate domain, <i>and/or</i> strand is not provided or incorrect <i>and/or</i> learning goal is not provided or incorrect
NAEYC Standard 5c. Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge. Social Emotional Activity Plan	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity includes a title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions, appropriate scaffolding tips for support, and appropriate scaffolding tips for enrichment	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides clear, detailed step-by-step instructions, appropriate scaffolding tips for support, appropriate scaffolding tips for enrichment <i>but</i> fails to include appropriate title for activity <i>and/or</i> all materials needed to conduct the activity	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides an appropriate title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions <i>but</i> fails to provide appropriate scaffolding tips for enrichment <i>and/or</i> appropriate scaffolding tips for enrichment	Candidate fails to plan a developmentally appropriate that is meaningful and challenging activity for mobile infants <i>and/or</i> fails to provide clear, detailed step-by-step instructions to conduct the activity

NAEYC Standard	Target- 10 points	Acceptable- 8 points (Meets)	Needs Improving -7 points (Meets)	Does Not Meet - 0 points
NAEYC Standard 2b. Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement. Social Emotional Take-Home Parent Activity	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional parent handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, what the child is learning from the activity and an appropriate learning goal (CDELS)	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, and what the child is learning from the activity, but fails to provide an appropriate learning goal (CDELS)	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the steps to implement the activity at home, an appropriate learning goal (CDELS) <i>but</i> fails to provide the purpose of the activity <i>and/or</i> what the children are learning from the activity	Candidate fails to create a professional parent handout to involve families in their infant's development and learning <i>or</i> handout fails to provide a developmentally appropriate, creative activity to extend learning in the home <i>or</i> handout does not contain the steps to implement the activity at home

Physical Activity				
NAEYC Standard	Target- 10 points	Acceptable- 8 points (Meets)	Needs Improving -7 points (Meets)	Does Not Meet - 0 points
NAEYC Standard 3b. Know a wide range of types of assessments, their purposes, and their associated methods and tools. Physical Activity Plan	Candidate provides an accurate and appropriate domain, learning goal and strand for the planned activity	Candidate provides an accurate and appropriate domain and learning goal, <i>but</i> strand is not appropriate/accurate for the planned activity	Candidate provides an accurate and appropriate domain and strand <i>but</i> learning goal is not appropriate/accurate for the planned activity	Candidate provides an inaccurate or inappropriate domain, <i>and/or</i> strand is not provided or incorrect <i>and/or</i> learning goal is not provided or incorrect
NAEYC Standard 5c. Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge. Physical Activity Plan	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity includes a title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions, appropriate scaffolding tips for support, and appropriate scaffolding tips for enrichment	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides clear, detailed step-by-step instructions, appropriate scaffolding tips for support, appropriate scaffolding tips for enrichment <i>but</i> fails to include appropriate title for activity <i>and/or</i> all materials needed to conduct the activity	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides an appropriate title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions <i>but</i> fails to provide appropriate scaffolding tips for enrichment <i>and/or</i> appropriate scaffolding tips for enrichment appropriate.	Candidate fails to plan a developmentally appropriate that is meaningful and challenging activity for mobile infants <i>and/or</i> fails to provide clear, detailed step-by-step instructions to conduct the activity

NAEYC Standard	Target- 10 points	Acceptable- 8 points (Meets)	Needs Improving -7 points (Meets)	Does Not Meet - 0 points
NAEYC Standard 2b. Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement. Physical Take-Home Parent Activity	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional parent handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, what the child is learning from the activity and an appropriate learning goal (CDELS)	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, and what the child is learning from the activity, but fails to provide an appropriate learning goal (CDELS)	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the steps to implement the activity at home, an appropriate learning goal (CDELS) <i>but</i> fails to provide the purpose of the activity <i>and/or</i> what the children are learning from the activity	Candidate fails to create a professional parent handout to involve families in their infant's development and learning <i>or</i> handout fails to provide a developmentally appropriate, creative activity to extend learning in the home <i>or</i> handout does not contain the steps to implement the activity at home

Language Development/Emergent Literacy Activity				
NAEYC Standard	Target- 10 points	Acceptable- 8 points (Meets)	Needs Improving -7 points (Meets)	Does Not Meet - 0 points
NAEYC Standard 3b. Know a wide range of types of assessments, their purposes, and their associated methods and tools. Language Development/Emergent Literacy Activity Plan	Candidate provides an accurate and appropriate domain, learning goal and strand for the planned activity	Candidate provides an accurate and appropriate domain and learning goal, <i>but</i> strand is not appropriate/accurate for the planned activity	Candidate provides an accurate and appropriate domain and strand <i>but</i> learning goal is not appropriate/accurate for the planned activity	Candidate provides an inaccurate or inappropriate domain, <i>and/or</i> strand is not provided or incorrect <i>and/or</i> learning goal is not provided or incorrect
NAEYC Standard 5c. Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge. Language Development/Emergent Literacy Activity Plan	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity includes a title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions, appropriate scaffolding tips for support, and appropriate scaffolding tips for enrichment	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides clear, detailed step-by-step instructions, appropriate scaffolding tips for support, appropriate scaffolding tips for enrichment <i>but</i> fails to include appropriate title for activity <i>and/or</i> all materials needed to conduct the activity	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides an appropriate title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions <i>but</i> fails to provide appropriate scaffolding tips for enrichment <i>and/or</i> appropriate scaffolding tips for enrichment	Candidate fails to plan a developmentally appropriate that is meaningful and challenging activity for mobile infants <i>and/or</i> fails to provide clear, detailed step-by-step instructions to conduct the activity

NAEYC Standard	Target- 10 points	Acceptable- 8 points (Meets)	Needs Improving -7 points (Meets)	Does Not Meet - 0 points
NAEYC Standard 2b. Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement. Language Development/Emergent Literacy Take-Home Parent Activity	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional parent handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, what the child is learning from the activity and an appropriate learning goal (CDELS)	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, and what the child is learning from the activity, but fails to provide an appropriate learning goal (CDELS)	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the steps to implement the activity at home, an appropriate learning goal (CDELS) <i>but</i> fails to provide the purpose of the activity <i>and/or</i> what the children are learning from the activity	Candidate fails to create a professional parent handout to involve families in their infant's development and learning <i>or</i> handout fails to provide a developmentally appropriate, creative activity to extend learning in the home <i>or</i> handout does not contain the steps to implement the activity at home

Creativity and Aesthetics Activity				
NAEYC Standard	Target- 10 points	Acceptable- 8 points (Meets)	Needs Improving -7 points (Meets)	Does Not Meet - 0 points
NAEYC Standard 3b. Know a wide range of types of assessments, their purposes, and their associated methods and tools. Creativity and Aesthetics Activity Plan	Candidate provides an accurate and appropriate domain, learning goal and strand for the planned activity	Candidate provides an accurate and appropriate domain and learning goal, <i>but</i> strand is not appropriate/accurate for the planned activity	Candidate provides an accurate and appropriate domain and strand <i>but</i> learning goal is not appropriate/accurate for the planned activity	Candidate provides an inaccurate or inappropriate domain, <i>and/or</i> strand is not provided or incorrect <i>and/or</i> learning goal is not provided or incorrect
NAEYC Standard 5c. Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge. Creativity and Aesthetics Activity Plan	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity includes a title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions, appropriate scaffolding tips for support, and appropriate scaffolding tips for enrichment	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides clear, detailed step-by-step instructions, appropriate scaffolding tips for support, appropriate scaffolding tips for enrichment <i>but</i> fails to include appropriate title for activity <i>and/or</i> all materials needed to conduct the activity	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides an appropriate title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions <i>but</i> fails to provide appropriate scaffolding tips for enrichment <i>and/or</i> appropriate scaffolding tips for enrichment	Candidate fails to plan a developmentally appropriate that is meaningful and challenging activity for mobile infants <i>and/or</i> fails to provide clear, detailed step-by-step instructions to conduct the activity

NAEYC Standard	Target- 10 points	Acceptable- 8 points (Meets)	Needs Improving -7 points (Meets)	Does Not Meet - 0 points
NAEYC Standard 2b. Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement. Creativity and Aesthetics Take-Home Parent Activity	C Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional parent handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, what the child is learning from the activity and an appropriate learning goal (CDELS)	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, and what the child is learning from the activity, but fails to provide an appropriate learning goal (CDELS)	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the steps to implement the activity at home, an appropriate learning goal (CDELS) <i>but</i> fails to provide the purpose of the activity <i>and/or</i> what the children are learning from the activity	Candidate fails to create a professional parent handout to involve families in their infant's development and learning <i>or</i> handout fails to provide a developmentally appropriate, creative activity to extend learning in the home <i>or</i> handout does not contain the steps to implement the activity at home

Observation				
NAEYC Standard	Target- 10 points	Acceptable- 8 points (Meets)	Needs Improving -7 points (Meets)	Does Not Meet - 0 points
NAEYC Standard 4c. Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning. Observation: Director/Teacher Evaluation	Candidate fully implements three planned activities during observation and is prepared with all necessary materials. Mobile infants are allowed flexibility to join or leave the activity	Candidate fully implements two planned activities during observation and is prepared with all necessary materials and partially implements the third activity. Mobile infants are allowed flexibility to join or leave the activity	Candidate fully implements one activity during observation and is prepared with all necessary materials. Mobile infants are allowed flexibility to join or leave the activity	Candidate isn't prepared with all necessary materials to conduct all three activities <i>or</i> fails to allow flexibility to join or leave the activities
NAEYC Standard 4a. Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children Observation: Director/Teacher Evaluation	Candidate displays positive connection behaviors during activity implementation, including making eye contact with the infants, using children's names, and using a calm and encouraging tone of voice	Candidate displays positive connection behaviors during activity implementation, including using children's names, and using a calm and encouraging tone of voice but does not make eye contact with the infants	Candidate displays positive connection behaviors during activity implementation, including making eye contact with the infants, using a calm and encouraging tone of voice but does not use the children's names	Candidate displays positive connection behaviors during activity implementation, including making eye contact with the infants, using children's names, but does not use a calm and encouraging tone of voice

Reflection Paper				
NAEYC Standard	Target- 10 points	Acceptable- 8 points (Meets)	Needs Improving -7 points (Meets)	Does Not Meet - 0 points
NAEYC Standard 6e. Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession. Reflection Paper	Candidate reflects and shares detailed information about the observation experience including the type of program where observation took place, description of the classroom, ages of the child(ren) observed, and the teacher child ratio	Candidate reflects and shares detailed information about the observation experience including the type of program where observation took place, description of the classroom, <i>but</i> fails to provide the ages of the child(ren) observed, <i>and/or</i> teacher child ratio	Candidate shares information about the observation experience including the type of program where observation took place, description of the classroom, ages of the child(ren) observed, and the teacher child ratio <i>but</i> fails to be reflective and detailed in descriptions <i>and/or</i> fails to share where the observation took place <i>and/or</i> provide a description of the classroom	Candidate fails to provide a reflection paper
NAEYC Standard 4b. Understanding and use teaching skills of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills critical for young children.	Candidate provides a reflective description of the three planned activities conducted during the observation, shares what went well with each activity and what improvements need to be made for each activity, and shares what was learned about the child(ren) involved in the three planned activities	Candidate provides a reflective description of the three planned activities conducted during the observation, shares what went well with each activity and what improvements need to be made for each activity, <i>but</i> fails to share what was learned about the child(ren) involved in the three planned activities	Candidate shares what went well with each activity and what improvements need to be made for each activity, and shares what was learned about the child(ren) involved in the three planned activities <i>but</i> fails to provide reflective descriptions of the three planned activities conducted during the observation	Candidate fails to describe the three planned activities conducted during the observation <i>or</i> candidate fails to provide a reflection paper

Reflection Paper				
NAEYC Standard	Target- 10 points	Acceptable- 8 points (Meets)	Needs Improving -7 points (Meets)	Does Not Meet - 0 points
Reflection Paper				

NAEYC Standard	Target- 10 points	Acceptable- 8 points (Meets)	Needs Improving -7 points (Meets)	Does Not Meet - 0 points
NAEYC Standard 6c. Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.	Candidate typed activity plans on the required template, cover page, parent handout and reflection paper typed, reflection paper is at least three pages in length using a 12-point Times New Roman font, double-spaced <i>and/or</i> activity plans, parent handouts and reflection paper is free from grammar, spelling, and punctuation errors	Candidate typed activity plans on the required template, cover page, parent handout and reflection paper typed, reflection paper is 2 ½ pages in length <i>and/or</i> fails to use a 12-point Times New Roman font, double spaced <i>and/or</i> activity plans, parent handouts and reflection paper have 1-4 grammar, spelling, punctuation errors	Candidate typed activity plans on the required template, cover page, parent handout and reflection paper typed, reflection paper is less than two pages in length using a 12-point Times New Roman font, double-spaced <i>and/or</i> activity plans, parent handouts and reflection have 5-10 grammar, spelling, punctuation errors	Candidate fails to use required activity template <i>and/or</i> fails to type the template, cover page, parent handout or reflection <i>and/or</i> all parts have more than 10 grammar, spelling, and punctuation errors
Professionalism and Mechanics				

**** The completed observation permission form and supporting teacher/director evaluation is required to receive credit for this project.**

Data Collection, Analysis, and Use for Year 4 Interim Reports

Programs submitting Year 4 Interim Reports must include two applications of candidate performance data for all key assessments that measure **one** of the 2020 *Professional Standards and Competencies for Early Childhood Educators* or the 2010 *Initial Standards for Early Childhood Professional Preparation Programs* of the program's choice (please include the data from **all** Key Assessments that measure the chosen standard, even if there are more than the maximum of three assessments allowed as attachments in the previous section of this report). The program must use the same standard for the Learning Opportunities Chart excerpt, Key Assessments, and candidate performance data submitted as part of the Year 4 report.

STANDARD 2a:

	Date(s) of Application 1: Key Assessment 1- Future Perspectives Reflections of NAEYC Standards- SPRING 2024 (N=total number of students) Date(s) of Application 2: Key Assessment 1- Future Perspectives Reflections of NAEYC Standards- SPRING 2025 (N=total number of students)			
Key Competencies of Standard 2	Target (Exceeds)	Acceptable (Met)	Needs Improving (Met)	Does Not Meet (Not Met)
Key Competency 2a:	Application 1 N = 5 out of 6 % = 83%	Application 1 N = 1 out of 6 % = 17%	Application 1 N = 0 out of 6 % = 0	Application 1 N = 0 out of 6 % = 0
	Application 2 N = 10 out of 10 % = 100%	Application 2 N = 0 out of 10 % = 0%	Application 2 N = 0 out of 10 % = 0%	Application 2 N = 0 out of 10 % = 0%

	Date(s) of Application 1: Key Assessment 2- Parent/Teacher Conference: Community Resources for Families- FALL 2023 (N=total number of students) Date(s) of Application 2: Key Assessment 2- Parent/Teacher Conference: Community Resources for Families- FALL 2024 (N=total number of students)			
Key Competencies of Standard 2	Target (Exceeds)	Acceptable (Met)	Needs Improving (Met)	Does Not Meet (Not Met)
Key Competency 2a: Family/Community Resources- Research	Application 1 N = 8 out of 11 % = 73%	Application 1 N = 1 out of 11 % = 9%	Application 1 N = 0 out of 11 % = 0%	Application 1 N = 2 out of 11 % = 18%
	Application 2 N = 6 out of 11 % = 55%	Application 2 N = 2 out of 11 % = 18%	Application 2 N = 0 out of 11 % = 0%	Application 2 N = 3 out of 11 % = 27%

	Date(s) of Application 1: Key Assessment 2- Parent/Teacher Conference: Community Resources for Families- FALL 2023 (N=total number of students) Date(s) of Application 2: Key Assessment 2- Parent/Teacher Conference: Community Resources for Families- FALL 2024 (N=total number of students)			
Key Competencies of Standard 2	Target (Exceeds)	Acceptable (Met)	Needs Improving (Met)	Does Not Meet (Not Met)
Key Competency 2a: Family/Community Resources- Handout	Application 1 N = 8 out of 11 % = 73%	Application 1 N = 1 out of 11 % = 9%	Application 1 N = 0 out of 11 % = 0%	Application 1 N = 2 out of 11 % = 18%
	Application 2 N = 8 out of 11 % = 73%	Application 2 N = 1 out of 11 % = 9%	Application 2 N = 0 out of 11 % = 0%	Application 2 N = 2 out of 11 % = 18%

	Date(s) of Application 1: Key Assessment 3- Child Case Study- SPRING 2024 (N=total number of students) Date(s) of Application 2: Key Assessment 3- Child Case Study- FALL 2024 (N=total number of students)			
Key Competencies of Standard 2	Target (Exceeds)	Acceptable (Met)	Needs Improving (Met)	Does Not Meet (Not Met)
Key Competency 2a:	Application 1 N = 5 out of 10 % = 50%	Application 1 N = 0 out of 10 % = 0%	Application 1 N = 0 out of 10 % = 0%	Application 1 N = 5 out of 10 % = 50%
	Application 2 N = 7 out of 9 % = 78%	Application 2 N = 0 out of 9 % = 0	Application 2 N = 0 out of 9 % = 0	Application 2 N = 2 out of 9 % = 22%

STANDARD 2b:

	Date(s) of Application 1: Key Assessment 1- Future Perspectives Reflections of NAEYC Standards- SPRING 2024 (N=total number of students) Date(s) of Application 2: Key Assessment 1- Future Perspectives Reflections of NAEYC Standards- SPRING 2025 (N=total number of students)			
Key Competencies of Standard 2	Target (Exceeds)	Acceptable (Met)	Needs Improving (Met)	Does Not Meet (Not Met)
Key Competency 2b:	Application 1 N = 5 out of 6 % = 83%	Application 1 N = 1 out of 6 % = 17%	Application 1 N = 0 out of 6 % = 0	Application 1 N = 0 out of 6 % = 0
	Application 2 N = 7 out of 10 % = 70%	Application 2 N = 0 out of 10 % = 0	Application 2 N = 3 out of 10 % = 30%	Application 2 N = 0 out of 10 % = 0

	Date(s) of Application 1: Key Assessment 2- Parent/Teacher Conference: Community Resources for Families- FALL 2023 (N=total number of students) Date(s) of Application 2: Key Assessment 2- Parent/Teacher Conference: Community Resources for Families- FALL 2024 (N=total number of students)			
Key Competencies of Standard 2	Target (Exceeds)	Acceptable (Met)	Needs Improving (Met)	Does Not Meet (Not Met)
Key Competency 2b: Parent/Teacher Conference: Supportive Environment	Application 1 N = 6 out of 11 % = 55%	Application 1 N = 1 out of 11 % = 9%	Application 1 N = 4 out of 11 % = 36%	Application 1 N = 0 out of 11 % = 0%
	Application 2 N = 7 out of 11 % = 64%	Application 2 N = 0 out of 11 % = 0%	Application 2 N = 4 out of 11 % = 36%	Application 2 N = 0 out of 11 % = 0%

	Date(s) of Application 1: Key Assessment 2- Parent/Teacher Conference: Community Resources for Families- FALL 2023 (N=total number of students) Date(s) of Application 2: Key Assessment 2- Parent/Teacher Conference: Community Resources for Families- FALL 2024 (N=total number of students)			
Key Competencies of Standard 2	Target (Exceeds)	Acceptable (Met)	Needs Improving (Met)	Does Not Meet (Not Met)
Key Competency 2b:	Application 1 N = 9 out of 11 % = 82%	Application 1 N = 1 out of 11 % = 9%	Application 1 N = 1 out of 11 % = 9%	Application 1 N = 0 out of 11 % = 0%
Parent/Teacher Conference: Professionalism	Application 2 N = 7 out of 11 % = 64%	Application 2 N = 3 out of 11 % = 27%	Application 2 N = 1 out of 11 % = 9%	Application 2 N = 0 out of 11 % = 0%

	Date(s) of Application 1: Key Assessment 3- Child Case Study- SPRING 2024 (N=total number of students) Date(s) of Application 2: Key Assessment 3- Child Case Study- FALL 2024 (N=total number of students)			
Key Competencies of Standard 2	Target (Exceeds)	Acceptable (Met)	Needs Improving (Met)	Does Not Meet (Not Met)
Key Competency 2b:	Application 1 N = 9 out of 10 % = 90%	Application 1 N = 0 out of 10 % = 0%	Application 1 N = 1 out of 10 % = 10%	Application 1 N = 0 out of 10 % = 0%
	Application 2 N = 7 out of 9 % = 78%	Application 2 N = 0 out of 9 % = 0%	Application 2 N = 1 out of 9 % = 11%	Application 2 N = 1 out of 9 % = 11%

	Date(s) of Application 1: Key Assessment 4- Mobile Infant Activity Plans & Observation- FALL 2023 (N=total number of students) Date(s) of Application 2: Key Assessment 4- Mobile Infant Activity Plans & Observation- FALL 2024 (N=total number of students)			
Key Competencies of Standard 2	Target (Exceeds)	Acceptable (Met)	Needs Improving (Met)	Does Not Meet (Not Met)
Key Competency 2b:	Application 1 N = 11 out of 13 % = 85%	Application 1 N = 0 out of 13 % = 0%	Application 1 N = 2 out of 13 % = 15%	Application 1 N = 0 out of 13 % = 0%
Cognitive Parent Take-Home Activity	Application 2 N = 7 out of 10 % = 70%	Application 2 N = 1 out of 10 % = 10%	Application 2 N = 1 out of 10 % = 10%	Application 2 N = 1 out of 10 % = 10%

	Date(s) of Application 1: Key Assessment 4- Mobile Infant Activity Plans & Observation- FALL 2023 (N=total number of students) Date(s) of Application 2: Key Assessment 4- Mobile Infant Activity Plans & Observation- FALL 2024 (N=total number of students)			
Key Competencies of Standard 2	Target (Exceeds)	Acceptable (Met)	Needs Improving (Met)	Does Not Meet (Not Met)
Key Competency 2b:	Application 1 N = 10 out of 13 % = 77%	Application 1 N = 1 out of 13 % = 8%	Application 1 N = 2 out of 13 % = 15%	Application 1 N = 0 out of 13 % = 0%
Social Emotional Parent Take-Home Activity	Application 2 N = 7 out of 10 % = 70%	Application 2 N = 0 out of 10 % = 0%	Application 2 N = 1 out of 10 % = 10%	Application 2 N = 2 out of 10 % = 20%

	Date(s) of Application 1: Key Assessment 4- Mobile Infant Activity Plans & Observation- FALL 2023 (N=total number of students) Date(s) of Application 2: Key Assessment 4- Mobile Infant Activity Plans & Observation- FALL 2024 (N=total number of students)			
Key Competencies of Standard 2	Target (Exceeds)	Acceptable (Met)	Needs Improving (Met)	Does Not Meet (Not Met)
Key Competency 2b:	Application 1 N = 10 out of 13 % = 77%	Application 1 N = 0 out of 13 % = 0%	Application 1 N = 2 out of 13 % = 15%	Application 1 N = 1 out of 13 % = 8%
Physical Parent Take-Home Activity	Application 2 N = 7 out of 10 % = 70%	Application 2 N = 1 out of 10 % = 10%	Application 2 N = 1 out of 10 % = 10%	Application 2 N = 1 out of 10 % = 10%

	Date(s) of Application 1: Key Assessment 4- Mobile Infant Activity Plans & Observation- FALL 2023 (N=total number of students) Date(s) of Application 2: Key Assessment 4- Mobile Infant Activity Plans & Observation- FALL 2024 (N=total number of students)			
Key Competencies of Standard 2	Target (Exceeds)	Acceptable (Met)	Needs Improving (Met)	Does Not Meet (Not Met)
Key Competency 2b:	Application 1 N = 10 out of 13 % = 77%	Application 1 N = 0 out of 13 % = 0%	Application 1 N = 1 out of 13 % = 8%	Application 1 N = 2 out of 13 % = 15%
Language Development/Emergent Literacy Parent Take-Home Activity	Application 2 N = 5 out of 10 % = 50%	Application 2 N = 2 out of 10 % = 20%	Application 2 N = 2 out of 10 % = 20%	Application 2 N = 1 out of 10 % = 10%

	Date(s) of Application 1: Key Assessment 4- Mobile Infant Activity Plans & Observation- FALL 2023 (N=total number of students) Date(s) of Application 2: Key Assessment 4- Mobile Infant Activity Plans & Observation- FALL 2024 (N=total number of students)			
Key Competencies of Standard 2	Target (Exceeds)	Acceptable (Met)	Needs Improving (Met)	Does Not Meet (Not Met)
Key Competency 2b: Creativity and Aesthetics Parent Take-Home Activity	Application 1 N = 11 out of 13 % = 85%	Application 1 N = 1 out of 13 % = 8%	Application 1 N = 1 out of 13 % = 8%	Application 1 N = 0 out of 13 % = 0%
	Application 2 N = 7 out of 10 % = 70%	Application 2 N = 1 out of 10 % = 10%	Application 2 N = 1 out of 10 % = 10%	Application 2 N = 1 out of 10 % = 10%

Standard 2c:

	Date(s) of Application 1: Key Assessment 1- Future Perspectives Reflections of NAEYC Standards- SPRING 2024 (N=total number of students) Date(s) of Application 2: Key Assessment 1- Future Perspectives Reflections of NAEYC Standards- SPRING 2025 (N=total number of students)			
Key Competencies of Standard 2	Target (Exceeds)	Acceptable (Met)	Needs Improving (Met)	Does Not Meet (Not Met)
Key Competency 2c:	Application 1 N = 5 out of 6 % = 83%	Application 1 N = 0 out of 6 % = 0%	Application 1 N = 1 out of 6 % = 17%	Application 1 N = 0 out of 6 % = 0%
	Application 2 N = 7 out of 10 % = 70%	Application 2 N = 1 out of 10 % = 10%	Application 2 N = 2 out of 10 % = 20%	Application 2 N = 0 out of 10 % = 0%

	Date(s) of Application 1: Key Assessment 2- Parent/Teacher Conference: Community Resources for Families- FALL 2023 (N=total number of students) Date(s) of Application 2: Key Assessment 2- Parent/Teacher Conference: Community Resources for Families- FALL 2024 (N=total number of students)			
Key Competencies of Standard 2	Target (Exceeds)	Acceptable (Met)	Needs Improving (Met)	Does Not Meet (Not Met)
Key Competency 2c:	Application 1 N = 1 out of 11 % = 9%	Application 1 N = 0 out of 11 % = 0%	Application 1 N = 10 out of 11 % = 91%	Application 1 N = 0 out of 11 % = 0%
	Application 2 N = 3 out of 11 % = 27%	Application 2 N = 2 out of 11 % = 18%	Application 2 N = 0 out of 11 % = 0%	Application 2 N = 6 out of 11 % = 55%

Please select one:

- ☒ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Interim Report.
 - ☐ Data are not yet available from current versions of key assessments submitted as part of this Interim Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020 Professional Standards and Competencies**.
 - ☐ Data are not yet available from current versions of key assessments submitted as part of this Interim Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Standards for Professional Preparation Programs**.
 - ☐ Data reported are from a **combination of current and previous** assessment versions.
- **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

- **How are candidates performing in regard to the key competencies/elements of Standard 2? Briefly describe each program's data results across all key assessments designed to measure the standard.**

Candidates are assessed on Competency Standard 2 key element 2a four times across three different Key Assessment projects, two applications each, for a total of 8 measurements. Competency Standard 2 key element 2b is assessed nine times across four different Key Assessments, two applications each, for a total of 18 measurements. Competency Standard 2c is assessed two times across two different Key Assessments, two applications each, for a total of four measurements. Two applications of all assessments are reported on, and all results are disaggregated for analysis. Overall, 80.9% of all Candidates Met Standard 2 key element 2a; 94.8% of Candidates Met Standard 2, key element 2b; and 86.25% of Candidates Met Standard 2, key element 2c. A breakdown of data results analysis is as follows:

NAEYC Competency Standard 2a Data Results: Candidates are assessed on Competency Standard 2a four times across three different Key Assessment projects. The three Key Assessments are Key Assessment 1: Future Perspectives Reflections of NAEYC Standards (KA1), Key Assessment 2: Parent/Teacher Conference: Community Resources for Families (KA 2), and Key Assessment 3: Child Case Study (KA 3). Two applications of these Key Assessments are measured in this report. Overall, out of these 8 applications, 80.9% of Candidates Met key element 2a, and 19.1% of Candidates did not meet this key element. All measurement items are disaggregated for analysis.

More specifically, for KA 1, key element 2a is measured once, and data results indicate that 100% of Candidates Met key element 2a on both Application 1 and 2. On Application 1, 83% of Candidates Exceeded the target competency, and 100% of Candidates Exceeded on Application 2.

Key Assessment 2 measures key element 2a twice, and that data is disaggregated into two measurements: Family/Community Resources-Research, and Family/Community Resources-Handout. Two applications are measured each. Regarding the Family/Community Resources-Research item, on the first application 82% of Candidates Met key element 2a and 18% Did Not Meet. For the second application, 73% of Candidates Met key element 2a and 27% Did Not Meet it.

Secondly, for the Family/Community Resources-Handout item, two applications are measured. For the first application, 82% of Candidates Met key element 2a and 18% Did Not Meet. For the second application, again, 82% of Candidates Met key element 2a and 18% Did Not Meet.

Key Assessment 3 measures key element 2a once, and two applications are reported. Data results indicate that 50% of Candidates Met key element 2a on the first application and 50% of Candidates Did Not Meet. On the second application, 78% of Candidates Met key element 2a and 22% Did Not Meet.

NAEYC Competency Standard 2b Data Results: Candidates are assessed on Competency Standard 2b nine times across four different Key Assessment projects. The four Key Assessments are Key Assessment 1: Future Perspectives Reflections of NAEYC Standards (KA1), Key Assessment 2: Parent/Teacher Conference: Community Resources for Families (KA 2), Key Assessment 3: Child Case Study, and Key Assessment 4: Mobile Infant Activity Plans & Observation (KA 4). Two applications of these Key Assessments are measured in this report. Overall, out of these 18 measurements, 94.8% of Candidates Met key element 2b and 5.2% of Candidates Did Not Meet the key element.

Specifically, for KA 1, key element 2b, data results indicate that 100% of Candidates Met the key element on both Application 1 and 2. For application 1, 83% of Candidates Exceeded the key element, and 70% Exceeded on Application 2.

Key Assessment 2 measures key element 2b twice: Parent/Teacher Conference: Supportive Environment, and Parent/Teacher Conference: Professionalism. Two applications of each measured item are provided, and results are disaggregated. Data results indicate that for both applications of both items, 100% of Candidates Met or Exceeded key element 2b. On application 1 for Parent/Teacher Conference: Supportive Environment, 55% of Candidates Exceeded the standard, and 64% of Candidates Exceeded on the second application. For Parent/Teacher Conference: Professionalism, 82% of Candidates Exceeded the target on the first application, and 64% Exceeded on the second application.

Key Assessment 3 measures key element 2b once, for two applications. For the first applications, 100% of Candidates Met or Exceeded key element 2b. For the second application, 89% of Candidates Met or Exceeded key element 2b, and 11% Did Not Meet. Ninety percent of Candidates Exceeded the key element on application 1, and 78% Exceeded on application 2.

Key Assessment 4 measures key element 2b five times, for two applications each. Data from all 10 measurements are disaggregated. The five measurements of 2b include: Cognitive Parent Take-Home Activity, Social Emotional Parent Take-Home Activity, Physical Parent Take-Home Activity, Language Development/Emergent Literacy Parent Take-Home Activity, and Creativity and Aesthetics Parent Take-Home Activity. Overall, KA 4 measured key element 2b for an aggregated average of 91.7% of Candidates Met and 8.3% Did Not Meet.

Disaggregated, data results from Cognitive Parent Take-Home Activity indicate that 100% of Candidates Met key element 2b, including 85% of those Candidates Exceeding the standard on the first application. On the second application, 90% of Candidates Met the standard on key element 2b, including 70% of Candidates Exceeding the standard, and 10% of Candidates Did Not Meet.

Data results from Social Emotional Parent Take-Home Activity indicate that on the first application, 100% of Candidates Met key element 2b, including 77% of those Candidates Exceeding the standard. On the second application, 80% of Candidates Met key element 2b, including 70% of Candidates Exceeding the standard on key element 2b. Twenty percent of Candidates Did Not Meet on the second application.

Data results from Physical Parent Take-Home Activity indicate that 92% of Candidates Met and 77% of Candidates Exceeded the standard on key element 2b on the first application, and 8% of Candidates Did Not Meet. On the second application, 90% of Candidates Met and 70% of Candidates Exceeded the standard on key element 2b, and 10% Did Not Meet.

Data results from Language/Emergent Literacy Parent Take-Home Activity indicate that on the first application, 85% of Candidates Met and 77% of Candidates Exceeded the standard on key element 2b. Fifteen percent of Candidates Did Not Meet the key element. On the second application, 90% of Candidates Met key element 2b, including 50% of Candidates Exceeding the standard, and 10% Did Not Meet the standard.

Data results from Creative and Aesthetics Parent Take-Home Activity indicate that on the first application, 100% of Candidates Met key element 2b, including 85% of those Candidates Exceeding the standard. On the second application, 90% of Candidates Met the standard on key element 2b, including 70% of Candidates Exceeding the standard, and 10% of Candidates Did Not Meet.

NAEYC Competency Standard 2c Data Results: Candidates are assessed on Competency Standard 2c two times across two different Key Assessment projects. The two Key Assessments are Key Assessment 1: Future Perspectives Reflections of NAEYC Standards (KA1), and Key Assessment 2: Parent/Teacher Conference: Community Resources for Families (KA 2). Two applications of these Key Assessments are measured in this report. Overall, out of these 4 measurements, 86.25% of Candidates Met key element 2c and 13.75% of Candidates Did Not Meet the key element.

Key Assessment 1 measures key element 2c once, and two applications are reported. Data results indicate that 100% of Candidates Met key element 2c on the first application, including 83% of Candidates Exceeding the standard. On the second application, 100% of Candidates Met key element 2c, including 70% of Candidates Exceeding the standard.

Additionally, Key Assessment 2 measures key element 2c once, and two applications are reported. Data results indicate that on the first application, 100% of Candidates Met key element 2c, including 9% of students who exceeded it. On the second application, 45% of Candidates Met key element 2c and 55% Did Not Meet the standard. Twenty-seven percent of Candidates Exceeded the standard.

In summary, data results conclude that over two applications, an overall 80.9% of Candidates Met Standard 2, key element 2a; 94.8% of Candidates Met Standard 2, key element 2b; and 86.25% of Candidates Met key element 2c.

- **How is the program using the key assessment data on this standard to improve teaching and learning *related to the standard*? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.; in general, the answer should go beyond making changes to the key assessments themselves, broadening the focus to the program as a whole. While the program may also use the key assessment data in other ways that it finds helpful, the answer to this question should focus on improving teaching and learning related to the standard.)**

Candidates in the UAPTC Early Childhood Education (ECE) Program often have high-risk factors impacting their lives and learning: many are attending classes right after work and are tired; many are single parents and have difficulty finding childcare and balancing work-family-school life; many experience one or more risk factors such as difficult family situations, lack of adequate housing, or lack of adequate food. The correlation between these life circumstances and the effect on learning is well-documented. Faculty work hard to be aware of these risk factors in our individual students, and to make sure all Candidates know about the support programs available on campus. The connection to the teaching of Competency Standard 2 to Candidates is clear: in the same way that ECE Program faculty hopes to instill Competency Standard 2 in Candidates, ECE faculty similarly make a concerted effort to know about the characteristics and needs of a diverse student population, they develop a personal and reciprocal relationship to each Candidate, and they are aware of and connect Candidates to appropriate resources.

ECE Faculty accomplish these objectives in a number of ways. To begin, Candidates are paired with an ECE faculty member upon first entering the program, and the Candidate stays with the faculty member as an advisor throughout the Candidate's time in the program. As an advisor, faculty not only help guide Candidates in selecting classes and planning a path towards graduation, but they also develop a personal relationship with Candidates and frequently provide counsel and support in the Candidate's personal life as well.

Because of the large number of Candidates in the ECE Program who are working full-time during the day, the ECE Program has scheduled courses in the evening in order to accommodate Candidates' ability to maintain employment and obtain a higher education at the same time. Recently, ECE Faculty became aware that the lateness of many of the courses was also becoming an issue for Candidates who were working all day and away from their children and families and then having to be away from them even longer while they were at school at night. Recognizing that this was a significant challenge for many Candidates, the ECE Program recently shifted the start time for its earliest program courses to 4:30pm, rather than 6:00pm. This shift allows Candidates to attend two courses a night and be done by 7:15pm, rather than 8:40pm, allowing Candidates to have more time at home with their families.

In the classroom setting, ECE faculty discuss the availability of services on campus and often bring in guest speakers from a variety of offices in an effort to make sure all students are aware of available resources and can take advantage of support that may help their experience be more positive as a college student. These resources are additionally linked in all ECE course Blackboard shells, so the information is readily available at any time and in any course to the Candidate. Some examples of resources provided to Candidates include:

Learning Assistance Center:

The Learning Assistance Center provides students with a comfortable and productive workspace in which they can share their work with respectful, receptive faculty tutors. Tutoring Center services include a computer lab with printing, faculty tutoring in all stages of the writing process, research help, documentation and citation assistance, grammar tips, paper topic brainstorming for all disciplines, Word processing guidance, Blackboard navigation help, and free writing workshops

Food Pantry

UAPTC operates a Food Pantry to promote the success of the Candidates. This resource addresses the issue of hunger inside our campus community which then greatly contributes to the success of Candidates in our classrooms. The Food Pantry has scheduled distributions throughout each semester and emphasizes maintaining confidentiality and the dignity of each Candidate.

Diamond Bus Pass Program

UAPTC students can have a Rock Region METRO bus pass sticker placed on their ID card that serves as their bus pass to ride to and from college and anywhere else the Rock Region Metro provides services. The Diamond Bus Pass Program is free to students and all rides using the pass program are free.

Counseling Services

The Office of Counseling Services provides a confidential, supportive and safe environment where students can share problems, concerns, and issues they are experiencing without the fear of judgment. Licensed mental health professionals are available to help students with emotional, social and personal development. The services are free for students.

Career Pathways

The Career Pathways Initiative at UAPTC provides qualifying students with assistance with childcare, transportation, tuition/fees, supplies, and more. The Career Pathways program also provides students with access to a computer lab in which they can work.

Career Services and Career Closet

UAPTC Career Services provides students on campus with career planning services and resources to assist students as they are entering the workforce or preparing for the workforce on their educational journey. Services include job fairs, job searching, interview preparation and practice, and resume writing. The Career Services office also coordinates the Career Closet, a free resource which provides students with new or gently used professional clothing.

Looking specifically at data from assessment of Candidates on Competency Standard 2a, 2b, and 2c, while Candidates scored over 80% overall on all key elements, ECE faculty note some outliers on individual measurements which appear to be much lower than others. Data on these measurements has been disaggregated so that ECE faculty can spot these instances and specifically analyze and address issues that may have been the cause for the low scores. For example, Candidates scored lower than anticipated on some aspects of Key Assessment 2: Parent-Teacher Conference project, such as measurement in the area of 2c. Data indicates that on this measurement in the Fall of 2024, 55% of Candidates Did Not Meet the standard for key element 2c. ECE Faculty teaching this course note that for this measurement, Candidates should be creating a specific follow up plan at the end of the mock conference and that this was something that many Candidates were omitting. From Fall 2023 to Fall 2024, the faculty included time in class for a practice parent teacher conference with a classmate. Although students performed slightly better in 2024, faculty determined additional support was needed. Faculty reported that Candidates know what to do and say during the conference, but Candidate reflections indicated they become nervous and “just forget” some of the steps. To assist Candidates in helping to prepare for the mock parent teacher conference, several additional curriculum changes will take place beginning in the Fall of 2025. Candidates will have more time in class to practice their parent teacher conference. The faculty will create a talking guide that Candidates can complete and use during the parent teacher conference. Candidates will also be provided with two opportunities to practice their parent teacher conference with a classmate during class. The first practice time will be simple unscored practice of the conference with a partner. During the second practice time, Candidates and their classmate partners will use the project rubric to evaluate the practice parent teacher conference and spend time reflecting on what improvements or changes need to be made. The faculty will also offer to video the practice parent teacher conference if requested by the Candidate so they can go back and review themselves and improve on their overall experiences. Faculty anticipate that these additional practices and support of Candidates will provide for a more prepared and less nervous experience when the project is completed with the faculty for final grading.

Another example is the 2a data on Key Assessment 1, Child Case Study, which reflects that in Spring of 2024, 50% of Candidates Did Not Meet the standard of key element 2a. ECE Faculty teaching the course in which this assessment is implemented note that this section of Key Assessment 3 requires students to use information gathered from interviews, questionnaires, and interactions with families to write a section of their Child Case Study project on

the family of the child. Faculty note that in this specific instance, Candidates who did not meet the standard weren't performing poor quality work on this section, but rather, they were completely omitting this section from their full Child Case Study project. The faculty flagged this data and determined that more instruction and emphasis on this section of the Child Case Study was needed in order to assist students in understanding what was desired for this section of the project and how to go about compiling it. Additionally, faculty note that several of the Candidates who did not meet the standard in this area had failed to include a reciprocal form with their initial Parent Letter and were lacking in information which they could use on this area of the Child Case Study. Faculty has since added more in-class discussion and specific examples of the use of child family questionnaires and ways to gather information from families. The following semester, faculty noted an improvement in Candidate performance on this metric, with 78% of Candidates Exceeding the standard and only 22% not meeting the standard.

Lastly, ECE Program Faculty make an effort to improve Candidate performance by continuously learning and improving themselves as well, through professional development opportunities, improved course modality design, and involvement in professional associations.

UA-Pulaski Technical College has provided all faculty with the opportunity to receive ACUE (Association of College & University Educators) training and certification as a means of improving overall teaching practices. ACUE prepares faculty in evidence-based teaching practices that improve student learning, persistence and engagement. ECE Program faculty have been able to complete the following courses: Effective Teaching Practices, Effective Online Teaching Practices and Fostering a Culture of Belonging.

In the summer of 2024, full-time faculty were trained in Quality Matters (QM). QM is a faculty-driven, peer review process that helps faculty improve online teaching. The overall intent is to improve course design that emphasizes improving student learning, engagement and overall course effectiveness. All ECE Program faculty (both full-time and part-time) completed QM training and implemented changes to the overall design of Blackboard. The QM rubric was applied, and faculty are continuing to make improvements to all Blackboard courses.

Through a partnership with the University of Arkansas- Early Care & Education Projects, all full-time and part-time ECE Program faculty are certified coaches with the Hudson Institute of Coaching. The Hudson Institute of Coaching model can be used to help students with their professional journey and how to navigate change effectively. This model is often used when debriefing students after field work implementation, instructor observations and advising sessions.

The Professional Development Institute at the UA-Pulaski Technical College provides training and funding to attend professional development. For discipline specific content, the ECE Program faculty is also very engaged and involved in the Arkansas Early Childhood Association, attending the state conference and participating in the local, central Arkansas affiliate. The ECE Program Faculty have attended the NAEYC Professional Development Institute for many years. Attendance at this conference has provided the ECE faculty with a wealth of resources and information for supporting and developing a high-quality Candidate education in the field of Early Childhood Education, as well as navigating the NAEYC higher education accreditation process.

- **If your data does not show that at least 80% of your candidates are meeting this standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (leave blank if not applicable)**

F: UNDERSTANDING THE IMPACT OF COVID-19 ON ECE PROGRAMS

Since March 2020, COVID-19 has significantly impacted ECE degree programs, particularly their ability to offer field experiences and key assessments. The Commission on the Accreditation of Early Childhood Higher Education Programs asks that programs submitting an Interim Report complete the following addendum to provide information on how field experiences, key assessments and other aspects of your program have been impacted by the pandemic.

For the current academic year, please describe how your program has been impacted by COVID-19. In your response, you may wish to consider the following aspects of impact as applicable to your program, but are not required to address each one.

- Institutional/states/county policies. For example, is your program fully online this semester? Are you offering limited face-to-face classes? Are there restrictions on the number of candidates who can be in a face-to-face class?
- Closures and/or social distancing policies that are in place for the early learning settings in which your candidates typically conduct their field experiences. Are there particular age groups and/or types of early learning settings with which your candidates typically conduct field experiences that you know (or anticipate) candidates do/will not have access due to COVID-19? What approximate percentage of your candidates and/or experiences is affected? Were candidates able to (or anticipate being able to) complete required field experiences with modifications to what is typically required?
- Supplemental opportunities your program has provided for candidates to observe and practice in early learning settings when needed. For example: videos, implementing curriculum with students' own children, virtual curriculum delivery, allowing additional time beyond semester end to complete field experiences, simulation software, etc.
- Ways your program is supporting candidates' work with diverse populations of young children during this time of limited access to field sites
- Ability for your program to continue offering its Key Assessments. If not able to offer all key assessments, which were not offered?
- Anything else you would like to share regarding the impact of COVID-19 on your program

➤ **Enter your response below:**

The Early Childhood Education program offers courses using a hybrid model. Students are attending classes on a weekly basis. In the central Arkansas area, closures and social distancing policies are no longer affecting field experiences. Candidates are not encountering difficulties completing observations and field experience hours due to COVID-19. Therefore, no modifications have been made to field experiences policies and procedures. All key assessments have and will be able to be completed this academic year. The faculty feel the early childhood community has returned to "normal" and COVID-19 is not currently affecting the Early Childhood Education program.

PLEASE REVIEW AND CHECK THE FOLLOWING STATEMENTS AS APPROPRIATE

X I AFFIRM THAT I HAVE READ THE CURRENT *NAEYC ACCREDITATION OF EARLY CHILDHOOD HIGHER EDUCATION PROGRAMS - ACCREDITATION POLICIES AND PROCEDURES HANDBOOK* (REQUIRED FOR ALL ACCREDITED PROGRAMS)

X I VERIFY THAT THE INFORMATION CONTAINED IN THIS REPORT IS ACCURATE (REQUIRED FOR ALL ACCREDITED PROGRAMS)

X OUR PROGRAM HAS SUBMITTED ITS ANNUAL FEE FOR THE CURRENT CALENDAR YEAR (REQUIRED FOR ALL ACCREDITED PROGRAMS)

☐ I WOULD LIKE TO SCHEDULE A PHONE CONSULTATION WITH NAEYC STAFF (OPTIONAL)

Interim Report Completion Checklist

Please complete this table to verify that each applicable section of the Interim Report has been completed.

<input checked="" type="checkbox"/>	The cover sheet is complete.
<input checked="" type="checkbox"/>	Section A contains all relevant contact information. If new contacts are listed, the program has provided the graduate degrees (and subject areas) that they hold and attached a completed Contact Update Form (which can be found in the resource library), including supporting documents requested.
<input checked="" type="checkbox"/>	The program has affirmed compliance with eligibility requirements in Section B and provided a narrative explanation in cases where it is not compliant.
<input checked="" type="checkbox"/>	In Section C the program has completed the table providing updates to program context.
<input checked="" type="checkbox"/>	In Section C the program has indicated whether there have been any substantive changes to the program(s) and attached a completed Substantive Change form (which can be found in the resource library) with requested supporting documents if needed.
<input checked="" type="checkbox"/>	In Section D the program has reported program outcome data on three measures and has provided a web link on the institution's website where the data is published.
<input checked="" type="checkbox"/>	The program has completed the Key Assessment Title Chart and Chart of Key Assessments Aligned with Standards and Key Competencies in Section E for all accredited programs.
<input checked="" type="checkbox"/>	The program has completed the Learning Opportunities Chart for ONE of the <i>Professional Standard and Competencies</i> of the program's choice in Section E
<input checked="" type="checkbox"/>	The program has submitted all Key Assessment(s) (candidate instructions and rubrics) and candidate performance data that are aligned with ONE of the <i>Professional Standard and Competencies</i> of the program's choice (same standard as chosen for Learning Opportunities Chart)—as well as answered the data analysis questions—in Section E.
<input checked="" type="checkbox"/>	The program has completed the COVID-19 Addendum in Section F.
<input checked="" type="checkbox"/>	Table of Contents page numbers have been updated to match completed report contents.

The purposes of this Interim Report are to:

- Affirm the program's continued compliance with Accreditation Eligibility Requirements

- Document substantive changes to a program
- Provide updates on the program's context
- Provide Program Outcome Data
- Provide data to inform the early childhood degree landscape
- Provide an opportunity for the program to receive Commission feedback on Key Assessments prior to preparing its Renewal Self-Study Report

What to Expect After Submitting an Interim Report

- Once the program submits its Interim Report, NAEYC will acknowledge receiving the report.
- NAEYC will then review it for completeness. If the review finds that all items are complete, then the program will be notified that its report has been accepted. Programs can expect to hear back from NAEYC generally within ten weeks.
- If the report is missing information or NAEYC has clarifying questions, NAEYC staff will ask for the necessary data. If the program does not comply with the information request, it will be placed on Administrative Probation.
- The Commission will review the Key Assessment(s) and data submitted. In most cases, the program should plan to receive feedback on its assessment(s) prior to the end of the year (if submitting during the fall cycle) or by mid-summer (if submitting in the spring cycle); in some cases the program may be notified that it has been placed on a subsequent Commission agenda.

Reminders:

- Additional resources are available in the online resource library, including guidance documents, recorded webinars, alignment charts, and more.
- Programs are encouraged to regularly review their alignment of key assessments to standards to identify opportunities to strengthen alignment between report submissions.
- Programs using the 2010 standards are strongly encouraged to consider transitioning to the 2021 standards for this Year 4 Interim Report in order to benefit from Commission feedback prior to renewal of accreditation when the new standards will be required.